

MIDTERM REPORT 2015



Sequoias Community
College District



College of the Sequoias

College of the Sequoias

Midterm Report 2015

Submitted by:

Sequoias Community College District
915 South Mooney Boulevard
Visalia, CA 93277

Submitted to:

The Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

October 12, 2015



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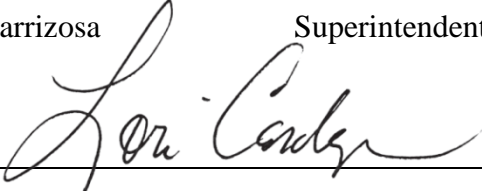
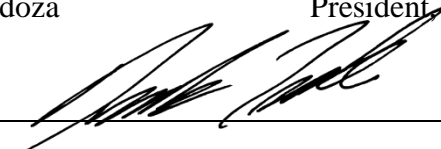
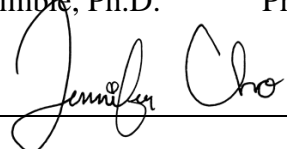
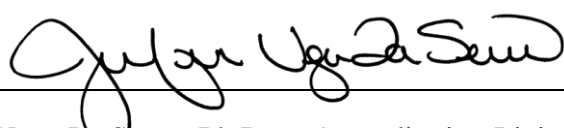
Midterm Report - Chief Executive Officer Certification Page

To: Accrediting Commission for Community and Junior Colleges, Western Association
of Schools and Colleges

From: Stan A. Carrizosa, Superintendent/President
College of the Sequoias
915 South Mooney Blvd.
Visalia, CA 93277

I certify that there was broad participation by the campus community, and I believe this
Midterm Report accurately reflects the nature and substance of this institution.

Signatures:

	10/12/15	
Stan A. Carrizosa	Superintendent/President	Date
	10/12/15	
Lori Cardoza	President, Board of Trustees	Date
	10/12/15	
Dorothea Trimble, Ph.D.	President, Academic Senate	Date
	10/12/15	
Jennifer Cho	President, Student Senate	Date
	10/12/15	
Jennifer Vega La Serna, Ph.D.	Accreditation Liaison Officer	Date

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Statement of Report Preparation

College of the Sequoias

Community College District

Statement of Report Preparation

The Sequoias Community College District began a diligent process to respond to the recommendations outlined by the Commission based on the review of the District's Show Cause Report and the report of the evaluation team that visited on November 13 and 14, 2013.

The 2013-14 academic year was an important timeframe marked by the intense period of response to the 2013 Show Cause order. During this time, the entire District was engaged in a thoughtful and collaborative process to re-establish and create effective and efficient structures. Once in place, these structures functioned to promote high-quality institutional systems and ensure ongoing assessment and improvement necessary to meet or exceed all Accrediting Commission for Community Colleges (ACCJC) Eligibility Requirements and Standards.

Throughout the year, the District fully implemented these systems and structures. The documentation and assessment of this implementation were compiled and presented in the 2014 College of the Sequoias (COS) Follow-Up Report. In doing so, that report served as a record of the District's use of key participatory governance structures including the District Governance Senate, Academic Senate, Student Senate, Institutional Program Review, and respective committees and councils to conduct District operations, monitor District progress, communicate District effectiveness, and to assess and improve District processes. Afforded the time necessary to complete full annual cycles of the COS 2.0 systems, the District submitted the required Follow-Up Report and in February 2015, we were reaffirmed in our Accreditation!

We are excited to present the 2015 COS Midterm Report, which provides continued evidence of the ongoing substantive cultural change which has taken place in our institution. We have worked tirelessly and deliberately over the past three years to create structures and systems for the District that transcend any president, administrators, or faculty leaders. We are confident that these structures and processes allow the District to meet all Accreditation requirements and Standards. Accreditation no longer represents a periodic event, but instead embodies an ongoing approach to institutional improvement.

In preparation for compiling and submitting a comprehensive Midterm Report, we have drawn organically from the new systems, processes, and protocols designed to govern, operate and assess the District's effectiveness. The following actions have contributed to preparation of our Midterm Report and fulfillment of the required Accreditation standards:

- We engaged in a yearlong collaborative process including all constituent and governance groups to research, develop, and adopt our ten-year COS 2015-25 Master Plan. This Master Plan includes major District Goals.
- We then engaged in a collaborative process including all constituent and governance groups to research, develop, and adopt our three-year COS 2015-18 Strategic Plan. This Strategic Plan includes more specific, measureable District Objectives.

- The District Goals and Objectives set forth in these plans are strictly aligned with, and supported by, the planned actions adopted in our Student Success and Student Equity Plans. These District Goals and Objective also serve as the main criteria for allocation of resources and evaluation of all Above-base resource investments, annual unit-level Program Review, and instructional and non-instructional outcomes.
- The vice president of Academic Services is the Accreditation Liaison Officer (ALO) and has worked in conjunction with the President of Academic Senate and Institutional Planning and Effectiveness Committee (IPEC) to guide, steer, and help direct the preparation of the 2015 COS Midterm Report.
- Senior Management Council supports the District Governance Senate and collaborates with the Academic Senate so that they may effectively fulfill their roles and responsibilities in District governance. The Superintendent/President has maintained a consistent and ongoing agenda of discussion, guidance, and review in an effort to monitor all processes necessary to institutionalize these new governance structures in the District. The District Governance Senate and the Academic Senate, along with their respective governance committees, have successfully engaged in the process of input, review, and revision of the 2015 COS Midterm Report through regular channels of their meetings and sub-committees.
- The COS Board of Trustees has been consistently engaged in all aspects of their role and responsibilities in preparing the 2015 COS Midterm Report through the regular review of information, discussion, and monitoring of governance, planning, and resource allocation processes as demonstrated through reports and action items on the monthly public meeting agendas.

To document and assess the work completed by the District over the past three years, a work group of COS administrators and faculty served as the District's "Editing Team." The Editing Team was formed in 2013 to support and assist in the preparation of the Show Cause Report and has continued its work to provide continuity and efficiency through completion of the 2015 COS Midterm Report.

Under the leadership of the ALO, Senates, and Institutional Planning and Effectiveness Committee, the Editing Team has facilitated gathering the evidence produced organically through the COS 2.0 systems. The Editing Team has worked closely with the Office of Research, Planning, and Institutional Effectiveness to request and compile all the data and evidence necessary and relevant to District operations to effectively illustrate compliance with all ACCJC Standards and requirements for a Midterm Report.

Input from all District constituents, including faculty, administrators, students, and staff from all three campuses (Visalia, Hanford, Tulare), was used to prepare the COS 2015 Midterm Report. This diverse participation includes, but is not limited to, the following:

- Board of Trustees
- Institutional Planning and Effectiveness Committee
- Academic Senate
- District Governance Senate
- Student Senate

- Senior Management Council
- Deans' Council
- Outcomes and Assessment Committee
- Institutional Program Review Committee
- Technology Committee
- Budget Committee

College of the Sequoias greatly values the continued guidance of the Commission and supports professional self-regulation as the most effective means of assuring the integrity, effectiveness, and quality of our District. Successful Accreditation is our quality assurance to our community.

Eligibility Requirements

ELIGIBILITY REQUIREMENT 10: STUDENT LEARNING AND ACHIEVEMENT

Eligibility Requirement 10: *The institution defines and publishes for each program the program's expected student learning and achievement outcomes. Through regular and systematic assessment, it demonstrates that students who complete programs, no matter where or how they are offered, achieve those outcomes.*

DESCRIPTIVE SUMMARY: 2012 – 2014

The Sequoias Community College District finished defining and publishing learning outcomes for every course and program. Specific accomplishments included:

- Learning outcomes for all courses and programs were identified.
- Course outcomes were published in the online schedule of classes and the Outcomes Assessment website. [\[E115\]](#)
- Program outcomes were published in the District Catalog and the Outcomes Assessment website. [\[E283\]](#)
- Course learning outcomes were displayed when a student registers for a class. [\[E117\]](#)
- Course learning outcomes were included in course syllabi distributed to students on the first day of the class.
- Institutional Learning Outcomes were published on the Outcomes Assessment website. [\[E115\]](#)

In addition, the District demonstrated that students who completed programs, no matter where or how they were offered, achieved these outcomes, through regular and systematic assessment within the institutional program review process. Program outcomes assessments were included in the academic Institutional Program Reviews and were used to allocate resources and continually improve and balance services across the District. These processes were systematically reviewed, modified, and codified in the *College of the Sequoias 2013 Institutional Planning Manual* and *College of the Sequoias 2013 Resource Allocation Manual*. Specific actions included:

- Three-year cycle was developed for all courses and programs to ensure that course and program outcomes are assessed on a regular basis.
- Assessments of learning outcomes continued as a component of the District's newly revised annual program review process.
- In 2013-2014, the District's academic units analyzed qualitative and quantitative assessment data collected during the first year of the three-year assessment cycle and prepared this analysis for inclusion in their Institutional Program Reviews.

Regarding these efforts, the 2013 Visiting Team Report stated, "COS has defined and published learning outcomes for all of its courses, programs, certificates, and degrees. Assessment is regular and systematic as a result of the newly established processes in curriculum and Institutional Program Review, and the establishment of a three-year assessment cycle. By correcting the deficiencies identified in Recommendation 4, the College now meets Eligibility Requirement 10" (p.39). [\[E1\]](#)

EVIDENCE OF SUSTAINABILITY: 2014 – PRESENT

In order to sustain eligibility, the District has continued to revise, define, and publish all student learning and achievement outcomes. In addition, the District continues to regularly and systematically assess these outcomes as described above. Actions since the 2014 team visit include:

- Identified and assessed General Education Learning Outcomes which are available on the Outcomes and Assessment website; and
- Revised and adopted Institutional Learning Outcomes which are available on the Outcomes and Assessment website. [\[E115\]](#)

The District meets this Eligibility Requirement and has established procedures to ensure continued compliance.

ELIGIBILITY REQUIREMENT 13: FACULTY

Eligibility Requirement 13: *The institution has a substantial core of qualified faculty with full-time responsibility to the institution. The core is sufficient in size and experience to support all of the institution's educational programs. A clear statement of faculty responsibilities must include development and review of curriculum as well as assessment of learning.*

DESCRIPTIVE SUMMARY: 2012 – 2014

At the April 8, 2013 meeting of the Board of Trustees, the College of the Sequoias Teachers Association presented an initiative which amended the full-time faculty evaluation process to indicate whether or not faculty include student learning outcomes on class syllabi and participate in the assessment of student learning outcomes.

In addition, at the September 16, 2013 meeting of the Board of Trustees, the College of the Sequoias Adjunct Faculty Association contract was approved which included new language describing adjunct faculty professional responsibilities for outcomes and assessment. The adjunct faculty evaluation process was also revised to indicate satisfactory participation in the student learning outcome process.

Regarding these efforts, the 2013 Visiting Team Report stated: "The core of full-time faculty at COS is qualified and sufficient to support its educational programs. Faculty participates in the assessment of student learning outcomes. The evaluations of both full-time and part-time faculty include language about the faculty member's participation in the learning outcomes process. By correcting the deficiencies in Recommendation 6, the College now meets Eligibility Requirement 13." [\[E1\]](#)

EVIDENCE OF SUSTAINABILITY: 2014 – PRESENT

The evaluation processes for both full-time and adjunct faculty continue to specify the inclusion of learning outcomes in course syllabi and participation in outcome assessment. Evidence of the District's maintenance of Eligibility Requirement 13 includes:

- Continued regular observance of "Dialogue Days," (one day each semester) when faculty may redirect their students in order to participate in course and program outcomes assessment work. [\[E2\]](#)
- Course-level outcome assessment results have been made public by means of the District's webpage. [\[E3\]](#)
- Faculty have assessed their units' overall outcome achievement, documented any changes resulting from these assessments, and evaluated their units' progress within the three-year outcome assessment cycle as part of the District's revised program review process. [\[E4\]](#)

The District meets this Eligibility Requirement and has established procedures to ensure continued compliance.

ELIGIBILITY REQUIREMENT 19: INSTITUTIONAL PLANNING AND EVALUATION

Eligibility Requirement 19: *The institution systematically evaluates and makes public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes. The institution provides evidence of planning for improvement of institutional structures and processes, student achievement of educational goals, and student learning. The institution assesses progress toward achieving its stated goals and makes decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation.*

DESCRIPTIVE SUMMARY: 2012 – 2014

In response to the Show Cause sanction, the District developed three manuals which describe the District's processes for governance, integrated planning, and resource allocation. These manuals were formally adopted in spring 2013 utilizing the governance processes that existed at that time. The District began implementing the policies and procedures defined within them in August 2013. The District's comprehensive integrated planning model includes a mechanism for assessing the planning processes. This assessment is used to identify ways to improve the planning processes in a cycle of continuous quality improvement. Assessment of student learning outcomes has historically been integrated within the District's program review process. [\[E5\]](#)

In fall 2013, the District also re-evaluated and restructured its Institutional Program Review processes. Within these new procedures, unit-level planning and the assessment of student learning (including student learning outcomes) were systematically documented and made public. [\[E6\]](#) Substantive modifications to the District's Institutional Program Review processes included:

- The establishments of individual units' Actions for the coming year – including explanations of how those Actions support the realization of District Objectives.
- An evaluation of each unit's progress within the District's service area/learning outcome assessment cycles. In addition, units are asked to account for any improvements made to structures, processes, or student achievement realized as a result of work done within those cycles.
- The development of an audit process for program review which the committee used to evaluate the use of data by the units in creating their plans and evaluating their programs. In addition, the results of the audit were used to improve the Institutional Program Review templates, training, and processes.

In September 2013, the District produced its first Annual Report on the Master Plan (referred to at that time as the *College of the Sequoias 2013 Annual Report on the 2010-2015 Strategic Plan*). The yearly preparation of this important document reinforces and sustains a broad dialogue on the District's long-term Goals and short-term Objectives by: [\[E7\]](#)

- Reporting of the current year's progress of the District toward achievement of the District Objectives;

- Revising or augmenting the District Objectives for the coming year as needed, based on the assessment of the outcomes of the current year's work; and,
- Identifying potential improvements in District policies and procedures that may follow from this analysis.

As a result of these activities, the 2013 Visiting Team Report indicated:

“COS uses qualitative and quantitative measures to assess institutional effectiveness and dialogue. Evidence of quantitative measures for institutional effectiveness can be found in the program review process and the Annual Report on the Strategic Plan. In addition, qualitative analysis is performed by way of various presentations regarding institutional-set standards. A concerted effort has been placed on identifying District Objectives that are measurable, outcomes that are aligned with these objectives, and program review budget requests that are identified to help meet the objectives.

Not only has COS worked diligently to develop an integrated planning process that addresses past deficiencies, but they have identified responsibility centers and accessed buy-in College wide to assure that this planning is sustainable” (p. 39-40). [\[E1\]](#)

EVIDENCE OF SUSTAINABILITY: 2014 – PRESENT

In order to sustain eligibility, the District has continued to assess progress toward achieving its stated District Goals and makes decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Actions since the 2014 team visit include:

- Adherence to the timelines in the COS Institutional Planning Calendar; [\[E8\]](#)
- Completion of the College of the Sequoias Master Plan 2015-2025; [\[E9\]](#)
- Completion of the College of the Sequoias Strategic Plan 2015-2018; [\[E10\]](#)
- Completion of annual unit program reviews and systematic evaluation of the program review process; [\[E11\]](#) [\[E219\]](#) [\[E290\]](#) [\[E12\]](#)
- Completion of annual governance surveys, evaluations, and Year-end report; [\[E13\]](#)
- Completion of the Above-base Resource Allocation cycle and re-evaluation of the process; and [\[E14\]](#) [\[E15\]](#)
- Completion of the 2015 Annual Report on the Strategic Plan. [\[E7\]](#)

The District meets this Eligibility Requirement and has established procedures to ensure continued compliance.

ELIGIBILITY REQUIREMENT 21: INTEGRITY IN RELATIONS WITH THE ACCREDITING COMMISSION

Eligibility Requirement 21: *The institution provides assurance that it adheres to the Eligibility Requirements and Accreditation Standards and policies of the Commission, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities. The institution will comply with Commission requests, directives, decisions and policies, and will make complete, accurate, and honest disclosure. Failure to do so is sufficient reason, in and of itself, for the Commission to impose a sanction, or to deny or revoke candidacy or accreditation.*

DESCRIPTIVE SUMMARY: 2012 – 2014

Upon receiving the Show Cause order in February 2013, the District acted immediately and diligently to address all recommendations and deficiencies associated with eligibility requirements and standards identified by the Accrediting Commission.

As a result of these accomplishments, the 2013 Visiting Team Report concluded: “*The intensity and vigor with which COS has responded to the 2012 visiting team's recommendations is evidence that they are in compliance with Eligibility Requirement 21*” (p. 41). [\[E1\]](#)

Further, the report prepared by the Visiting Team in October 2014 indicated that the “*team found the College to be welcoming and fully engaged in the accreditation process and the team appreciated the work that the College has done to fully address deficiencies and prepare its Follow-Up Report. The team compliments the College for its many accomplishments in responding to the recommendations of the 2012 External Evaluation Team Report and 2013 Show Cause Team Report*” (p. 3). [\[E86\]](#)

EVIDENCE OF SUSTAINABILITY: 2014 – PRESENT

Since the October 2014 team visit, the District has continued its commitment to adhering to all ACCJC Eligibility Requirements and Accreditation Standards. Moreover, the District has represented itself accurately and honestly in all efforts to comply with Commission requests, directives, decisions and policies. Evidence of the District’s continued adherence to Eligibility Requirement 21 includes:

- The timely submission of Substantive Change Proposals related to changes in the District’s distance education offerings and new programs (e.g., Industrial Maintenance, Electrician Training, and Associate Degrees for Transfer); and [\[E135\]](#) [\[E139\]](#) [\[E145\]](#)
- The punctual and accurate completion of all Annual Reports and Annual Fiscal Reports as required by the Commission. [\[E154\]](#) [\[E156\]](#)

The District meets this Eligibility Requirement and has established procedures to ensure continued compliance.

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Recommendations

RECOMMENDATION 1 – PLANNING

Recommendation 1: *In order to meet the Standards, the team recommends that the college integrate, strengthen, and formalize its planning processes, systematically reviewing and revising them to ensure informed decisions for continuous quality improvement. (Standards I.A.3., I.A.4., I.B., I.B.2., I.B.3., I.B.6., III.D.1.a., III.D.2.d., III.D.3., IV.A.2.a., IV.A.2.b., IV.A.3., IV.B.2.)*

2013 Recommendation 1: Planning

(Replaces and clarifies 2012 Recommendation 1)

In order to fully meet the Standards, the team recommends that the College follow its new Model for Integrated Planning to demonstrate the integration of institutional planning, resource allocation, implementation and re-evaluation. These processes should include appropriate participation from constituent groups and should be evaluated based upon analyses of both quantitative and qualitative data. (Standards I.B.3, III.D.1.a, III.D.1.d, II.D.4, IV.B.2.b)

DESCRIPTIVE SUMMARY: 2012 – 2014

The Sequoias Community College District developed three manuals which describe the District's processes for governance, integrated planning, and resource allocation. These manuals were formally adopted in spring 2013 utilizing the existing governance processes. In August 2013, the District implemented the policies and procedures described within the following three documents:

- *Governance and Decision-making Manual*
- *Integrated Planning Manual*
- *Resource Allocation Manual*

When the Show Cause Evaluation Team visited the District in fall 2013, the District had made significant progress in executing the processes and actions specified by these three manuals. Team members noted the following achievements:

Governance and Decision-Making Manual: [\[E16\]](#) [\[E17\]](#) [\[E18\]](#) [\[E19\]](#) [\[E20\]](#) [\[E21\]](#)

- The three District Senates began following new reporting structures. For example, the Equity Committee began reporting directly to the Academic Senate instead of the District Governance Senate and several committees were redefined as Councils or Workgroups. In addition, some groups were either eliminated or restructured to meet on an ad-hoc basis.
- The membership and charges of Senates/Committees/Councils were clarified and explicitly defined.
- Senate/Committee/Council co-chairs provided training on each committee's unique role in the integrated planning processes.
- Senate/Committee/Council co-chairs worked with their membership to identify expectations and responsibilities for each of the committees/councils/senates as set

forth in the *Governance and Decision-making Manual*. These were then used to develop and plan each group's initiatives for the 2013-14 academic year.

- Senates/Committees/Councils had begun their process of self-evaluation by setting annual initiatives.

Integrated Planning Manual: [\[E8\]](#) [\[E22\]](#) [\[E23\]](#) [\[E24\]](#) [\[E25\]](#) [\[E26\]](#)

- The District developed a 10-year College of the Sequoias Institutional Planning Calendar which includes specific planning timelines for Mission review, Master Plan development, and Strategic Plan development.
- The Institutional Program Review Committee updated the Institutional Program Review processes. Program Reviews are now completed using TracDat, a web-based data tracking system.
- The District increased research capacity through the hiring of additional personnel and the creation of a workgroup to facilitate collaboration between the Office of Research, Planning and Institutional Effectiveness and the Technology Services department in order to support data-driven institutional planning and resource allocation.

Resource Allocation Manual: [\[E27\]](#) [\[E28\]](#) [\[E29\]](#) [\[E30\]](#)

- Within Program Review, units evaluated existing ongoing budgets and requested Above-base resources.
- The initial stage of Above-base resource allocation began with the ranking of resource requests in the following areas: Student Services, Academic Services, Administrative Services, and the office of the President/Superintendent.

The 2013 Show Cause Evaluation Team Report concluded that “*more time is needed to allow COS to follow its new integrated planning model to ensure integration as it begins its resource allocation process following its newly developed plans and the resulting implementation and re-evaluation processes, based on an analysis of both quantitative and qualitative data*” (p. 44).

The team also found that “*although most planning processes are new and a complete cycle has not been completed, COS only needs to continue to implement the planning process according to their calendar...*” (p. 40). [\[E1\]](#)

In order to complete the District's planning cycle and demonstrate sustainability, the District followed the processes outlined in its *Governance and Decision-making*, *Integrated Planning*, and *Resource Allocation* manuals. The following were completed in 2014:

Annual Report on the Strategic Plan (Standards I.B, I.B.3, I.B.4, IV.B.2.b): [\[E31\]](#) [\[E32\]](#) [\[E33\]](#) [\[E34\]](#)

- February 2014 - The Institutional Planning and Effectiveness Committee requested progress reports on unit action plans from responsible parties (i.e., administrators and committee co-chairs).

- March/April 2014 – Responsible parties submitted progress reports, including corroborating quantitative and qualitative data and analyses, to the Institutional Planning and Effectiveness Committee. Based on a review of these reports, the Institutional Planning and Effectiveness Committee co-chairs drafted the Annual Report on the Strategic Plan.
- May/June 2014 – The draft of the Annual Report on the Strategic Plan was distributed District-wide for review and comment. The District Governance Senate gathered this feedback and prepared a final draft of the report which was submitted to the Superintendent/President and presented to the District’s Board of Trustees.
- August 2014 – The Annual Report on the Strategic Plan was distributed to internal and external constituencies.

Master Plan Development Process (Standards I.B., I.B.2, I.B.3, I.B.4, IV.B.2.b): [\[E35\]](#)
[\[E36\]](#) [\[E37\]](#) [\[E38\]](#) [\[E39\]](#) [\[E40\]](#) [\[E41\]](#) [\[E42\]](#) [\[E43\]](#)

- January 2014 – the co-chairs of the District Governance Senate charged the Institutional Planning and Effectiveness Committee to develop COS Master Plan.
- February 2014 – The Institutional Planning and Effectiveness Committee proposed a process for preparing the Master Plan. Members of the Master Plan Task Force were recruited from the following groups: faculty, classified employees, administrators, and students. The Master Plan Task Force and Institutional Planning and Effectiveness Committee presented the approved Master Plan development process at a District-wide forum.
- March 2014 – The Office of Research, Planning and Institutional Effectiveness gathered data and led a discussion reviewing the data with the Institutional Planning and Effectiveness Committee and the Master Plan Task Force.
- April 2014 - Challenges identified by an analysis of the data and suggested preliminary District Goals were distributed to Academic Senate Executive Board, Institutional Planning and Effectiveness Committee, Deans Council, and Senior Management Council for discussion and feedback. The co-chairs of the Master Plan Task Force and the Institutional Planning and Effectiveness Committee conducted a District-wide forum where an update on the Master Plan development process was presented.
- May 2014 - Academic Senate held a Master Plan Summit where students, faculty, staff, members Board of Trustees, and community members discussed and provided feedback on the preliminary District Goals and the District’s current and anticipated challenges. Based on this feedback, revisions were made to the draft of the Master Plan.
- August 2014 – The draft Master Plan District Goals and challenges were presented to the faculty and staff during the fall convocation. Attendees were invited to submit feedback on the draft.

Mission Statement (I.A., I.A.3, I.B., I.B.4): [\[E44\]](#) [\[E45\]](#)

- September 2014 – The Superintendent/President requested the District Governance Senate co-chairs initiate a review of the District Mission, and appoint a task force to develop a process for data review and solicitation of feedback.

Institutional Program Review (I.B, I.B.3, I.B.4, I.B.6, II.A.2.a, III.D.1.a, III.D.1.d, III.D.4, IV.B.2.b): [\[E32\]](#) [\[E46\]](#) [\[E47\]](#) [\[E48\]](#) [\[E49\]](#) [\[E50\]](#) [\[E51\]](#) [\[E52\]](#) [\[E53\]](#)

- October 2013 – As a part of the program review process, units included a regular and systematic evaluation of their outcomes and assessment processes.
- December 2013 – The Institutional Program Review Committee evaluated its process for that year and used that assessment to develop the process for next year's Institutional Program Reviews, including the calendar, template, training, and data requirements.
- February/March 2014 – Institutional Program Review Committee members provided hands-on training for unit representatives and disseminated the Institutional Program Review Manual describing the new program review process.
- April/May 2014 – The Institutional Program Review Committee updated sections of the *Governance and Decision-making Manual* and the *Integrated Planning Manual* to reflect the new program review processes.
- August/September 2014 – The Institutional Program Review Committee developed an audit process for program review wherein the committee will, among other things, evaluate the use of data by the units in creating their plans and evaluating their programs. In addition, the results of the audit will be used to improve the program review templates, training, and processes.
- September 2014 – Units completed and submitted program review drafts to responsible administrators who provided feedback and guidance for improvement.

Senate/Council/Committee evaluations (I.B, I.B.3, I.B.6, III.D.4, IV.B.2.b): [\[E32\]](#) [\[E54\]](#) [\[E55\]](#)

- January/February 2014 –Senates/Committees/Councils completed mid-year reports.
- April 2014 - Senates/Committees/Councils completed Evaluation Surveys.
- April 2014 - Senates/Committees Councils completed Year-end Reports.
- April/May 2014 – End of Year Reports and Evaluations were distributed to co-chairs of the Senates/Committees/Councils.
- May 2014 – Senates/Committees/Councils submitted proposed updates or changes to the *Governance and Decision-making, Integrated Planning, and Resource Allocation Manuals* to the District Governance Senate.
- August 2014 – District Year-end Committee Evaluation Reports were prepared by Academic Senate and District Governance Senate.

Above-base Resource Allocation and Budgeting Processes (Standards I.B, I.B.3, I.B.6, III.D.1.a, III.D.1.d, III.D.4, IV.B.2.b):

Above-base Resource Allocation [\[E27\]](#) [\[E28\]](#) [\[E29\]](#) [\[E30\]](#) [\[E56\]](#) [\[E57\]](#) [\[E58\]](#) [\[E59\]](#) [\[E60\]](#) [\[E61\]](#) [\[E62\]](#) [\[E63\]](#) [\[E69\]](#) [\[E70\]](#) [\[E71\]](#)

- November 2013 – Instructional Council, Student Services Council, Administrative Services, and the President's office prioritized Above-base resource requests within the respective service areas. These prioritized lists were forwarded to the Budget Committee for District-wide prioritization.

- January 2014 – The Budget Committee requested a technical and feasibility assessment of Above-base requests from the Technology Committee and the Facilities/Safety Council.
- February 2014 – The Budget Committee used the rubric to prioritize Above-base resource requests and forwarded them to District Governance Senate.
- March 2014 – The District Governance Senate reviewed the prioritized lists and made recommendations to the Superintendent/President. The Superintendent/President reviewed the prioritized lists, determined which requests received funding, and presented a final report to the Board of Trustees.
- March/April 2014 – The Budget Committee, in conjunction with the Office of Research, Planning and Institutional Effectiveness, prepared and distributed a survey to the participants (those requesting funding and members of the Budget Committee) of the Above-base Resource Allocation Process and analyzed the data for future modifications of the process.

Budget Development [\[E56\]](#) [\[E62\]](#) [\[E63\]](#) [\[E64\]](#) [\[E65\]](#) [\[E66\]](#) [\[E67\]](#) [\[E68\]](#) [\[E72\]](#) [\[E73\]](#) [\[E74\]](#) [\[E75\]](#) [\[E76\]](#) [\[E77\]](#)

- January 2014 - The Board of Trustees reviewed the Governor’s January Budget and established Board priorities aligned with the District’s Objectives in the Strategic Plan for 2014-2015.
- January 2014 – Fiscal administrators drafted budget development assumptions that reflected the District’s Mission, District Goals and Objectives, and forwarded the budget development assumptions to the Budget Committee.
- February through May 2014 – The Budget Committee reviewed and revised the budget development assumptions as warranted, and updated the District Governance Senate on the status of the budget development assumptions.
- March 2014 – Fiscal Services built an anticipated budget and provided area managers with tentative allocations.
- March 2014 – The vice president of Administrative Services held a budget forum at each campus to present the District’s anticipated budget and budget development assumptions.
- June 2014 – The vice president of Administrative Services presented the tentative budget (including links between resource allocations and the District’s Mission, District Goals, and District Objectives) to the Board of Trustees for approval.
- July/August 2014 – The Superintendent/President, vice president of Administrative Services and Fiscal Services staff adjusted the District’s budget based on changes in the state budget.
- September 2014 – The Superintendent/President presented the final budget along with the College of the Sequoias Annual Report on the Strategic Plan (including a description of the relationship between resource allocations and the District’s Mission, District Goals, and District Objectives) to the Board of Trustees. The Board of Trustees approved the final budget.

Ongoing Training/Education (Standards I.B.3, I.B.4, I.B.6, II.A.2.a, III.D.1.d, III.D.4, IV.B.2.b): [\[E25\]](#) [\[E50\]](#) [\[E75\]](#) [\[E78\]](#) [\[E79\]](#) [\[E80\]](#) [\[E81\]](#) [\[E82\]](#) [\[E83\]](#)

- August/September – Senate, Committee, and Council co-chairs provide training to all governance groups at their initial meetings of the year regarding responsibilities, expectations, and charges.
- September/October – The co-chairs of the Budget Committee provide training on the use of the rubric for ranking Above-base funding requests.
- February – Institutional Program Review Committee members conduct training for faculty, staff, and administrators who will complete an Institutional Program Review during the current year.
- Monthly – Faculty, staff, and administrators present current developments and important information regarding governance, planning, resource allocation, and the implementation of processes to the District’s constituents.
- Annually – Members of academic, administrative, and service area units participate in outcomes and assessment training during semester convocations and “Dialogue Days.”
- Annually – The Office of Research, Planning and Institutional Effectiveness and Research Advisory Workgroup provide training for faculty, staff, and administrators in the use and analysis of data available through the District’s Extended Information System.
- Annually – Managers participate in training on planning, implementing goals and objectives, and developing service area outcomes and assessment at the Management Institute. [\[E168\]](#)
- Annually – The Superintendent/President, senior managers, and the Academic Senate president provide training for the Board of Trustees on planning, governance and decision-making, and the use of data at the annual Board of Trustees Retreat. [\[E169\]](#)

In addition to the items described above, the District established various task forces to evaluate and modify existing and newly created systems and processes. As described in the *Governance and Decision-making Manual*, task forces are formed to create a venue for accomplishing specific projects or to address specific issues that require timely and concentrated energy. Task forces are dissolved when the issues for which they have been created have been addressed and/or subsumed within other institutional structures. Examples of such task forces include: Implementation Task Force, TracDat Task Force, and Master Plan Task Force. [\[E40\]](#) [\[E84\]](#) [\[E85\]](#)

The October 2014 Follow-up Visit Report found that the District had met all requirements for the 2013 Recommendation 1. “*The team found evidence that the college has developed and implemented ongoing, systematic, college-wide processes that have been evaluated to determine the effectiveness of the its program review and planning systems.*” In conclusion, “*based upon review of the evidence and interviews conducted, the visiting team was able to confirm that the college has fully addressed this recommendation, resolved the deficiencies, and meets the Standard*” (p. 6). [\[E86\]](#)

EVIDENCE FOR SUSTAINABILITY: 2014 – PRESENT

Since the 2014 visit, the District has sustained its planning process and continued to integrate, strengthen, and systematically review and revise these processes to ensure informed decisions for continuous quality improvement. The District completed the following actions since the 2014 visit:

Governance and Decision-Making: [\[E11\]](#) [\[E219\]](#) [\[E290\]](#) [\[E13\]](#) [\[E87\]](#)

- Senate/Committee/Council evaluations were distributed and completed in April 2015 and the Academic Senate and District Governance Senate completed Year-end Reports that were presented to the Board of Trustees in August 2015.
- District Governance Senate updated the *Governance and Decision-Making Manual*, *Integrated Planning Manual*, and *Resource Allocation Manual* based on recommendations from senates and committees.
- Academic Senate, District Governance Senate, and Senior Management met and conferred to review and improve clarity of board policies and administrative procedures. [\[E172\]](#)

Integrated Planning: [\[E7\]](#) [\[E9\]](#) [\[E10\]](#) [\[E88\]](#) [\[E89\]](#) [\[E109\]](#) [\[E218\]](#) [\[E90\]](#) [\[E91\]](#) [\[E92\]](#)

- The Mission Statement was reviewed, revised, and approved by the Academic Senate, District Governance Senate and reaffirmed at the January 2015 Board of Trustees meeting.
- The 2015-2025 Master Plan was reviewed and revised by Academic Senate and District Governance Senate, and approved by the Board of Trustees in February 2015.
- The 2015 Annual Report on the Strategic Plan was completed and approved by the Board in June 2015.
- Following the process outlined in the *Integrated Planning Manual*, a new strategic plan was developed. The College of the Sequoias Strategic Plan 2015-2018 was approved by the Superintendent/President and presented to the Board of Trustees in June 2015.
- Based on audit and feedback, the Institutional Program Review process was evaluated by the Institutional Program Review Committee. Based on this evaluation and the program review process and training were updated, training was provided, and units completed program reviews in October 2015.

Resource Allocation: [\[E93\]](#) [\[E94\]](#) [\[E95\]](#) [\[E96\]](#)

- Based on the April 2014 feedback and evaluation, the Budget Committee reviewed and revised the Above-base Resource Allocation process to be implemented in the following academic year.
- November 2014 – The Budget Committee monitored the effectiveness of March 2014 above-base resource allocations by reviewing individual resource allocation assessment memos submitted by each recipient, and analyzing documentation and data. [\[E173\]](#)

- The Above-base Resource Allocation process was completed in March 2015 and resource allocations were approved by District Governance Senate and the Board of Trustees at the March 2015 Board of Trustees meeting.
- As the budget development was in process, the vice president of Administrative Services held budget forums at each campus in March 2015. The tentative budget was presented at the June 2015 Board of Trustees meeting for approval. The Board approved the final budget in September 2015.

The District continues to follow its processes outlined in the Planning, Governance and Resource Allocation Manuals.

RECOMMENDATION 2 – CAMPUS DIALOGUE

Recommendation 2: *In order to be more effective, the team recommends that the college improve the campus climate by encouraging all constituents to participate in an inclusive dialogue that embodies a culture of respect, civility, and trust. (Standards I.B.1., I.B.4., I.B.5., IV.A.2., IV.A.2.a., IV.A.3.)*

DESCRIPTIVE SUMMARY: 2012 – 2013

The Sequoias Community College District has satisfied this recommendation. In order to address campus dialogue in 2013, the District developed its *Governance and Decision-Making Manual* and has adhered to the timelines, roles, and responsibilities set forth in the manual. As a result, all constituent groups are engaged in an ongoing dialogue that includes the evaluation and revision of the participatory governance structure.

The *Governance and Decision-making Manual* is a comprehensive document that begins with foundational details: [\[E11\]](#)

- *Principles of Participatory Governance*
The District's philosophical guidelines, such as a commitment to collegiality, are used as the framework for its operating agreements, such as requirements for the timely distribution of minutes and agendas. (Standards I.B.1., IV.A.1.)
- *Role of Constituents in Governance and Decision-making*
Each constituent group has a specific part to play in District decision making based on that group's role within the District. The roles for each constituent group are described based on the California Code of Regulations, District Board policies, and District practices, procedures, and job descriptions. (Standards I.B.4., IV.A.2.)
- *Types of Groups that Develop Recommendations*
Groups within the District's participatory governance structure are identified as belonging to one of these three types:
 - Governance Groups are those whose authority is derived from law and regulation, either as written expressly in the law/regulation or as delegated by another group that possesses said authority.
 - Operational Groups are those who assist the Superintendent/President in implementing the Board's plans and policies by coordinating activities and functions.
 - Task Forces are formed to create a venue for dialogue and work on topics or projects that require timely and concentrated energy.

The manual also includes a description of the purpose, membership, and reporting structure for the District's governance and operational groups. (Standard IV.A.2.) There is no set structure for task forces because these are organized on an as-needed basis and are dissolved with the completion of their task. The District has three governance groups: the District Governance Senate, the Academic Senate, and the Student Senate. Each senate meets

regularly and relies on a variety of committees to conduct its business. The District has five operational groups: Dean's Council, Instructional Council, Management Council, Senior Management Council, and Facilities/Safety Council.

When the Show Cause Evaluation Team visited the District in fall 2013, the team “*verified that COS has strived to improve its campus climate by strengthening its participatory governance and decision-making processes and engaging campus wide dialogue about student learning and institutional effectiveness*” (p. 45). [\[E1\]](#)

The 2013 visiting team noted that the District had made improvements in several specific areas which addressed this recommendation:

- Faculty participation in assessing student learning outcomes;
- Faculty participation in institution wide dialog on student learning, outcomes, planning and decision-making;
- Clarification of roles and differences in governance and representation; and,
- Development of principals of participatory governance. (p.45) [\[E1\]](#)

The visiting team “*found that the College developed a process that led to widespread, inclusive dialogue and should be commended for doing so in such a relatively short period of time*” (p. 46). [\[E1\]](#) The team further recommended that the District adhere to Actionable Improvement Plans 1, 11, and 17 to sustain campus dialogue (addressed in this report on page 46, 70, 79) and the timelines of the Institutional Planning Calendar. The team concluded that “*the institution has addressed this recommendation*” (p. 46).

EVIDENCE FOR SUSTAINABILITY: 2013 – PRESENT

The District has addressed the Actionable Improvement Plans from 2013 (addressed in this report on page 46, 70, 79) and has adhered to all of the timelines in the Institutional Planning Calendar regarding governance and decision-making. The District constituencies have continued to participate in campus wide dialogue on student learning, outcomes, planning and decision-making and have adhered to the roles and principals of the *Governance and Decision-making Manual*.

Although Recommendation 2 was not part of the follow-up visit in 2014, the visiting team reviewed the District's adherence to the timelines of the *Integrated Planning* and the *Governance and Decision-making Manuals* and found that that District “*has developed and implemented ongoing, systematic, college-wide processes that have been evaluated to determine the effectiveness of its program review and planning systems*” (p. 6). [\[E86\]](#) The team also found that, “*as outlined in the Governance and Decision-making Manual, all Senates, Committee, and Councils are evaluated annually. ... To assure that all planning efforts are focused, the College begins by training governance groups on creating initiatives and procedural components such as effective and transparent documentation*” (p. 9). [\[86\]](#)

Since the 2014 visit, the District has sustained campus dialogue through its governance and decision-making and integrated planning processes. The District uses the following processes to sustain an inclusive dialogue among all its constituents:

- Annual Institutional Program Review; [\[E90\]](#) [\[E97\]](#) [\[E98\]](#) [\[E99\]](#) [\[E100\]](#) [\[E101\]](#) [\[E102\]](#) [\[E103\]](#) [\[E104\]](#)
- Annual Report on the Strategic Plan; [\[E7\]](#)
- Year-end Committee Evaluation; [\[E13\]](#)
- 2015-2025 Master Plan; [\[E35\]](#) [\[E36\]](#) [\[E37\]](#) [\[E38\]](#) [\[E39\]](#) [\[E40\]](#) [\[E41\]](#) [\[E42\]](#) [\[E43\]](#) [\[E105\]](#) [\[E106\]](#) [\[E107\]](#) [\[E108\]](#) [\[E109\]](#) [\[E218\]](#)
- 2015-2018 Strategic Plan; [\[E110\]](#) [\[E111\]](#) [\[E112\]](#) [\[E113\]](#) [\[E114\]](#) [\[E92\]](#) [\[E116\]](#) [\[E118\]](#)
- Outcomes and Assessment Dialogue; [\[E119\]](#) [\[E120\]](#) [\[E121\]](#)
- Above-base Resource Allocation Evaluation. [\[E122\]](#)
- Regular and timely updates in COS eNews to disperse information in an ongoing format. [\[E174\]](#)

The District has improved the campus climate and continues to encourage all constituents to participate in an inclusive dialogue that embodies a culture of respect, civility, and trust.

RECOMMENDATION 3 – RESEARCH CAPACITY

Recommendation 3: *The team recommends that the college increase the research capacity of the institution in order to compile and provide data to guide institutional planning and resource allocation, program review and assessment, and decision-making for institutional effectiveness. (Standards I.B.2, I.B.3, I.B.6, II.A.1.a, II.A.1.c, IIA.2.e, II.A.2.f, II.B.4, III.A, IV.B.2.b)*

DESCRIPTIVE SUMMARY: 2012 – 2014

The Sequoias Community College District has satisfied Recommendation 3 by increasing the research capacity of the institution and by utilizing data to guide institutional planning, resource allocation, program review and assessment, and decision-making for institutional effectiveness.

The District increased research capacity by hiring a Director of Research, Planning and Institutional Effectiveness; creating additional mechanisms for data support; and strengthening the relationship between Technology Services and the Office of Research, Planning and Institutional Effectiveness. In addition, the District codified previously established processes involving long-term and short-term planning, resource allocation, Institutional Program Review, and decision-making in formal documents. These new documents described responsible parties and implementation timelines. Lastly, the District employed a web-based data tracking system, TracDat, to allow units to input data on assessments and store data for Institutional Program Reviews. Governance and operational groups also track progress on initiatives and District Objectives using this system. Reports generated by the system are used as data in the evaluation of processes and units. [\[E22\]](#) [\[E23\]](#) [\[E24\]](#) [\[E25\]](#)

During their review of the District in fall 2013, the Show Cause Evaluation Team noted the following achievements: [\[E1\]](#)

- In fall 2013, the District hired a Director of Research, Planning and Institutional Effectiveness that plays an essential leadership role at the District by reporting directly to the Superintendent/President and serving on critical District committees, councils, and work groups.
- Data is used to guide institutional planning, program review, outcome assessment, resource allocation, and decision-making for institutional effectiveness.
- Formal processes were developed to request data to increase efficiency in the Office of Research, Planning and Institutional Effectiveness, Technology Services, and for end-users of the data.
- The Solutions and Innovations Workgroup was developed and is comprised of key members of the Office of Research, Planning and Institutional Effectiveness and Technology Services. This workgroup increased communication and collaboration, reduced replication of requests, and ensured data integrity.

The Show Cause Evaluation Team Report concluded “...*the College must demonstrate during its next evaluation cycle that data continues to guide effective planning, assessment, and decision-making*” (p. 47). [\[E1\]](#)

In order to increase research capacity, the District completed the following actions since the Show Cause Evaluation Team visit in November 2013 (see Sequoias Community College District 2014 Follow-up Report pages 45-47): [\[E184\]](#)

- Master Plan development process;
- Annual Report on the Strategic Plan;
- Institutional Program Review revision implementation;
- Senate/Council/Committee Evaluations; and,
- Resource Allocation and Budgeting processes implementation.

The District has used several mechanisms to further increase the research capacity of the institution and to use data to guide effective planning, assessment, and decision-making. These efforts include (See Sequoias Community College District 2014 Follow-up Report pages 48-49): [\[E184\]](#)

- Systematic Collection of Outcome Assessment Data;
- Solutions and Innovations Workgroup;
- Research Advisory Workgroup;
- Student Equity Plan; and,
- Institutional Set Standards.

The October 2014 Follow-Up Visiting Team stated that, “*Based upon a review of the evidence and interviews conducted, the visiting team concludes that the college has significantly increased its research capacity. The institution has fully addressed this recommendation, resolved the deficiencies, and meets the Standard*” (p.8). [\[E86\]](#)

EVIDENCE FOR SUSTAINABILITY: 2014 – PRESENT

Since the 2014 visit, the District has continued its focus on data and analysis to drive planning and decision-making and continued to allocate resources to support the research capacity of the District. The District has completed the following actions:

- Hired an additional research analyst to support the Office of Research, Planning and Institutional Effectiveness through the program review and resource allocation process. [\[E12\]](#) The office is now staffed with a director, two analysts and a half-time administrative assistant.
- Instituted a three-year research calendar and research agenda that is housed on the Office of Research, Planning and Institutional Effectiveness website. [\[E123\]](#)
- Adopted a District Objective focused on improving operational systems based on data driven decision-making in the three-year strategic plan. [\[E10\]](#)
- Provided District-wide training on assessment, availability, and use of data. [\[E124\]](#)
- Improved data quality and availability with input from the Solutions and Innovations Workgroup and the Research Advisory Workgroup. [\[E125\]](#)

The District has sustained and increased the research capacity and utilizes data and assessment as a regular part of planning and governance processes.

RECOMMENDATION 4 – STUDENT LEARNING OUTCOMES

Recommendation 4: *To meet the standard, the team recommends that the college advance its progress on student learning outcomes by regularly assessing those outcomes and using the results to improve student learning and strengthen institutional effectiveness. The college needs to include effectiveness in producing student learning outcomes as a component of the evaluation of faculty and staff who are responsible for assessing student learning. The college also needs to demonstrate how it is using these data for improvement. (Standards I.B.3., II.A.1.c., II.A.2.a., II.A.2.b., II.A.2.e., II.A.2.f., II.A.2.h., II.A.2.i., II.A.5., II.A.6., II.B.3.a., II.B.4., III.A.1.c., and IV.B.2.)*

DESCRIPTIVE SUMMARY: 2012 – 2013

As part of an integrated approach to address Recommendation 4, the District adopted a formal three-year cycle for course and program outcome assessment, analysis, and revision. This process was adopted by the Academic Senate in spring 2013 and the District commenced implementation the following semester. [\[E126\]](#) [\[E127\]](#)

In an effort to ensure reliability and validity of data used in outcome reporting and evaluation, the District simultaneously launched an outcomes and assessment management system, TracDat. Pre-existing assessments and results, previously housed in CurricUNET were transferred to this newly adopted system. [\[E128\]](#)

At the same time, the District began to encourage widespread conversations on using assessment results to improve student learning by institutionalizing “Dialogue Days,” three hours during the fall and spring Convocation Day and one additional day each semester. During these events, faculty work together to address course and program outcome assessments by having conversations about the analysis of research findings and developing action plans to improve instructional processes. [\[E129\]](#) [\[E130\]](#) [\[E131\]](#)

The District’s approach to respond to Recommendation 4 also sought to strengthen the student connection to outcomes by making course outcomes available to them before registering for classes through Banner. Both course and program outcomes are published in the College Catalog. [\[E132\]](#) [\[E133\]](#) Finally, in cooperation with the College of the Sequoias Teachers Association, the District amended its faculty evaluation process to indicate whether faculty include student learning outcomes on class syllabi and keep faculty participate in the assessment of student learning outcomes. [\[E134\]](#)

Taken together, these efforts have significantly advanced the District in its progress on student learning outcomes by regularly assessing those outcomes and using the results to improve student learning and strengthen institutional effectiveness. In this regard the 2013 visiting team commented that “(t)he College developed an assessment cycle, began using TracDat as a management system for learning outcomes, encouraged institutional dialogue about learning outcomes, integrated program review and planning, developed assessment reports, identified strategies for the support of student awareness of goals, and changed faculty evaluation processes to include a component for the effectiveness in producing learning outcomes” (p.48). [\[E1\]](#) As a result, the visiting team concluded that the District had

addressed the recommendation and met Eligibility Requirement 10 on student learning and achievement.

EVIDENCE FOR SUSTAINABILITY: 2013 – PRESENT

Since the 2013 visit, the District has sustained the work on outcomes and assessment and has linked the assessments and data to improving institutional effectiveness. During this period, faculty, staff and administrators have continued to participate in Dialogue Days that focus on outcomes and assessment discussion and analysis. [\[E2\]](#) The District also has maintained the inclusion of effectiveness in producing student learning outcomes as a component of evaluations.

Other specific evidence of the District's efforts to sustain its resolution of Recommendation 4 includes the following:

Outcomes and Assessment Dialogue

- October 2014 – The District hosted the ACCJC Regional Workshop on Student Learning Outcomes and Assessment. Faculty, staff, and administrators participated in the workshop and shared results with their constituencies. [\[E120\]](#)
- Spring 2015 Convocation – The convocation keynote speaker was invited to present to the faculty, staff, and administration on “*Curriculum Mapping: Outcomes as Tools for Intentional Education*.” Faculty engaged in conversations regarding authentic assessment in division meetings following the convocation presentation. [\[E121\]](#)
- Fall 2014/Spring 2015 Faculty training – Program outcome assessment training was offered for all faculty on developing program mapping analysis and action plans. Focused training was provided for the Instructional Council and the Science Department. [\[E136\]](#)

Using assessment results to improve student learning and institutional effectiveness

- Spring 2014 – The General Education Committee developed the General Education Outcomes and revised them based on input and feedback. [\[E137\]](#)
- Spring 2015 – The General Education Committee assessed the General Education Outcomes by mapping the general education courses to the outcomes developed in spring 2014. The committee developed an action plan to review general education outcomes that did not have strong connections to general education courses. [\[E137\]](#)
- Spring 2015 – The Outcomes and Assessment Committee reviewed and revised the Institutional Learning Outcomes to align with the goals of the 2015-2025 Master Plan. These revised outcomes were vetted through the participatory governance process and approved by the District Governance Senate and Academic Senate and presented to the Board of Trustees. [\[E138\]](#) [\[E32\]](#) [\[E140\]](#)
- Spring 2015 – The General Education Committee created and implemented an assessment cycle for general education outcomes in January 2015. These outcomes are evaluated on a three-year cycle and mapped to program and institutional outcomes. [\[E137\]](#)
- Fall 2015 – The Outcomes and Assessment Committee developed and implemented an assessment plan for Institutional Learning Outcomes. [\[E141\]](#)

- Ongoing – Departments have set three-year assessment cycles for programs and courses and have evaluated those outcomes based on the cycle. All program outcomes cycles for 2014-15 were completed. [\[E142\]](#)
- Ongoing – Within the District’s annual program review process, Units report on program and course outcomes, and funding, provided to support unit level actions, is based on these outcomes reports. Units also report on planned changes based on outcome achievement in the annual program reviews. Several examples from the 2013-14 program reviews include:
 - English: For the English AA degree, the department articulated several “improvements” to be carried out in 2014/15: explore ramifications of using English 4 as either an advisory or a pre-requisite for other literature courses, identify and track English majors so that mentoring relationships can be devised, track their progress after transfer, and solicit their input via questionnaires to help assess the program in the future. For the Writing Consultancy Certificate, the faculty discovered, through the mapping assessment that a few of the courses that had been included in the program did not map well. These courses were deleted from the program.
 - Mathematics: The department used the results of Math 80 learning outcome assessments regarding formal proofs in order to justify the need for an extra unit. When the calculus sequence was changed to a 4-4-4 sequence from a 5-5-3 sequence, the Math Department also changed Math 80 from a 3-unit course to a 4-unit course. The assessment results helped to justify this change. Preliminary results show the change was effective in improving proficiency of proofs in Math 80.
 - Pharmacy technician: Based on outcome achievement results, the instructor for the pharmacy tech course has been working on new labs and revamping old labs to incorporate more retail-based clinical simulation. Further work on labs and obtaining information from the clinical sites has been helpful in creating a more realistic retail setting in lab.
 - Psychology: PSY001 (General Psychology)—As a result of early outcomes (fall 2013 and prior) faculty members began integrating each student learning outcomes (SLO) in each chapter (a more intense focus and comprehensive review). Additionally, by designing a comprehensive final exam, students were more motivated to review SLOs regularly for "end-of-semester" mastery. Perhaps how the SLO assessments are administered influences the degree of motivation that students apply to questions, the answers, and preparation for assessment.

The District has moved from completion of outcomes work to ensuring quality assessment and creating change as evidenced in the examples above. The District has ensured sustainability of Recommendation 4 on student learning outcomes.

RECOMMENDATION 5 –STUDENT SUPPORT SERVICES

Recommendation 5: *In order to meet the Standards, the team recommends that the college improve counseling for evening students, online students, and students that attend the Hanford Center, and library services for evening students and students that attend the Hanford Center in order to ensure the equitability of those services. (Standards II.B.3.a., II.C.1., II.C.1.c.)*

DESCRIPTIVE SUMMARY: 2012 – 2013

The Sequoias Community College District has satisfied this recommendation. In order to address equity in student support services, the District analyzed data, collaborated among constituencies, enhanced technology to leverage services, and changed the delivery mode of counseling and library services so that all students of the District are served. The 2012 evaluation team report confirmed that the District provided a comprehensive set of student services to all students, including online students. [\[E143\]](#)

The District formalized and has sustained the new service delivery models which:

- Identified ways to consistently use data to provide counseling and library services for students at the Hanford Educational Center and Tulare College Center, as well as evening and online students; (Standards I.B.3, II.B.3.a., II.B.3.c., II.B.4., II.C.1.c.) [\[E144\]](#)
- Formalized processes, procedures, and data collection for online and evening counseling services; (Standards II.B.3.a., II.B.3.c., II.B.4.) [\[E144\]](#)
- Enhanced the District’s website to include a technology solution that engages and empowers current and prospective students regardless of location of instruction or delivery mode to have important information at their fingertips via AskCOS; (Standard II.B.3.a.) [\[E146\]](#)
- Increased accessibility of learning support services to students at the Hanford Educational Center and Tulare College Center, as well as evening and online students, through use of technology; (Standards II.B.4, II.C.1.) [\[E147\]](#)
- Improved library access through additional service hours, increased staffing, and better advertisement of “Ask a Librarian” at each center in the District; (Standards II.B.4, II.C.1.c) [\[E148\]](#)
- Improved communication to Hanford Educational Center students regarding access to the core book collection through newsletters, signage, and increased staffing hours; and, (Standards II.C.1., II.C.1.c.) [\[E149\]](#)
- Assigned the student services and library divisions the responsibility of monitoring student needs and satisfaction of services through the service area outcome assessments. The assessment process is included in Institutional Program Reviews. (Standard II.C.1.c.) [\[E150\]](#)

In 2012-2013, in conjunction with service area outcomes and student learning outcomes as referenced in the previous recommendation, the following actions were undertaken to maintain sustainability:

- Created a COS Extended Information System Report that identifies quantitative student data. The creation of easily accessible reports allows for ease of continued monitoring, consistency of data, and student segments data gathering, without multiple requests or researcher demands. (Standards I.B.1., II.B.4.) [\[E151\]](#)
- Included service area outcomes at a District level as they relate to service delivery to all students of the District, as mentioned in Recommendation 4. As part of the Institutional Program Reviews, service area outcomes measure students' perceived accessibility and satisfaction with services. (Standards I.B.3., II.B.4.) [\[E152\]](#)

When the Show Cause Evaluation Team visited the District in fall 2013, the team concluded that *“the institution has addressed this recommendation and meets Standards II.B.3.a, II.C.1, and II.C.1.c.”* The visiting team specifically noted the following services as evidence for addressing Recommendation 5: (p.49) [\[E1\]](#)

- Full-time counselor at each center;
- Adjunct counseling available for EOPS and students with disabilities;
- Expanded counseling hours at each center;
- Available online counseling services;
- Access to student education plans online;
- AskCOS online knowledge management system;
- Ask a Librarian and improved online library services; and,
- Hotline phones connecting students in the centers to the reference librarian in Visalia.

EVIDENCE FOR SUSTAINABILITY: 2013 – PRESENT

The District has addressed the Actionable Improvement Plans 9 from 2013 (addressed in this report on page 67) and continues to insure equity of services on all three campuses.

As a result of the evaluation and revision of the 2010-2015 Strategic Plan in 2013, the District addressed equity of student support services in the revised objectives and actions. [\[E153\]](#) The 2014 Annual Report on the 2010-2015 Strategic Plan included assessment of the District's progress on this objective. The accomplishments included online and evening counseling services beginning in spring 2013. These services were increased during the fall 2013 term. In addition, Library services were available at all three sites by fall 2012. [\[E31\]](#) The 2015 Annual Report on the Strategic Plan indicated that the number of District-wide counseling appointments (all modalities) significantly increased from spring 2013 to spring 2014 by 24%. The number of library hours increased by 15% District-wide (43% in Hanford, 9% in Tulare, and 4% in Visalia). [\[E7\]](#)

In spring 2015, the District finalized the College of the Sequoias Master Plan 2015-2025. This plan addressed the issue of student support services in Goal III. This goal directs College of the Sequoias to tailor academic programs and student services to match the needs of its student population. [\[E9\]](#) Based on this goal, the District then developed two specific

objectives which are included in the 2015-2018 Strategic Plan. Objective 3.1 addresses reducing the achievement gap identified in the Student Equity Plan by increasing student support services. For example, with this objective in mind, the student success program has tailored support services to meet the local needs of each campus site. [\[E155\]](#)

In March 2015, the District's Needs Assessment for the Hanford Educational Center to achieve "center status" was submitted to the Board of Governors. This report included detailed information on the equitable student services available on the Hanford campus. The assessment was approved and center status became official in July 2015. [\[E199\]](#)

In spring 2015, all students were invited to participate in the Student Support Services Survey which provided an opportunity to reflect on their experience at COS. The intent of this survey was to improve student success by assessing student support services at all three District campuses. The results were analyzed by the Office of Research, Planning and Institutional Effectiveness and forwarded to the appropriate administrators and staff for use in advancing the District's mission. Quantitative and qualitative survey results indicated that students were satisfied with tutorial, library, and counseling services across all three campus sites. [\[E144\]](#)

The District has continued to ensure equitable counseling and library services for students who attend the Hanford and Tulare Centers, as well as for evening and online students.

RECOMMENDATION 6 –HUMAN RESOURCES PROCESSES

Recommendation 6: *In order to increase effectiveness, the team recommends that the college improve human resource processes to include hiring procedures for all employees and establish a clear connection between employee evaluation and improvement. (Standards III.A.1., III.A.1.a., III.A.1.b., III.A.1.c.)*

DESCRIPTIVE SUMMARY: 2012 – 2013

The Sequoias Community College District has satisfied this recommendation because it improved its hiring processes by establishing clear, written hiring procedures for all employee groups. All hiring procedures are found on the District Human Resources website (Standard III.A.1.a.) In addition, evaluation processes for faculty have been modified to include the participation of faculty in the development and assessment of student learning outcomes as a part of their evaluation. (Standard III.A.1.b.) A Board Policy was established that states the goal of evaluations shall be to assist employees to improve performance of their duties with appropriate follow-up as needed. (Standard III.A.1.b.)

The Recruitment and Hiring Board Policy (BP 7120) previously only referenced the hiring of faculty and classified employees. In spring 2013, the policy was revised to include references to the hiring of management and confidential employees. [\[E157\]](#) The accompanying Administrative Procedure 7120 was developed to describe the hiring procedures for all employee groups. [\[E158\]](#) (Standards III.A.1.a., III.A.1.b., IV.A.3.)

Hiring procedures were revised or created with input from the appropriate employee groups. These hiring procedures are available on the Human Resources Office webpage under “Hiring Procedures.” [\[E160\]](#) The District has hiring procedures for the following groups (Standards I.B.1., III.A.1.a.): [\[E159\]](#) [\[E160\]](#) [\[E161\]](#) [\[E162\]](#) [\[E163\]](#) [\[E164\]](#) [\[E165\]](#) [\[E166\]](#) [\[E167\]](#) [\[E134\]](#)

- Faculty Hiring Procedures - updated and adopted by the Board of Trustees on November 13, 2012;
- Management Hiring Procedures (including interim) - revised in spring 2013;
- Classified Employee Hiring Procedures - written spring 2013; and,
- Confidential Employee Hiring Procedures - written spring 2013.

In November 2013, the Board of Trustees adopted Board Policy 7150 and Administrative Procedure 7150 to address part-time faculty, classified employees, administrators, and confidential evaluation. [\[E166\]](#) [\[E167\]](#)

In fall 2013, the Show Cause Evaluation Team found that the District met Recommendation 6 and that “COS has established clear, written hiring processes and evaluation processes for all employee groups.” In addition, the visiting team “verified that effectiveness in producing learning outcomes is a component of the evaluation of those who are responsible for them” (p.50). [\[E1\]](#)

EVIDENCE FOR SUSTAINABILITY: 2013 – PRESENT

The District continues to follow the hiring procedures as amended since the 2013 visit. In fall 2014, the District updated the Management Handbook and further enhanced the management evaluation processes to include the following: [\[E170\]](#)

- Manager Performance Goals: reflect on the previous year, consider new/revised District objectives and discuss/develop specific performance goals to be set by each manager that will result in their respective division/department positively impacting the District objective.
- Manager Mid-Year Self-Assessment Report: monitor progress toward annual performance goals and maintain evidence that demonstrate this progress.
- Manager Year-end Evaluation Report: review the goals and achievements accomplished and discuss any recommended areas for improvement.

In fall 2014, the District evaluated the classified hiring procedures and updated the procedures based on the results of that assessment. The revised classified hiring procedures were adopted in February 2015. [\[E171\]](#)

The District has sustained the improvements made to its human resources processes.

RECOMMENDATION 7 – EVALUATION OF PROCESSES

Recommendation 7: *In order to meet the standards, the team recommends that the college develop and implement a systematic evaluation of its decision-making and budget development processes and use the results of those evaluations as a basis for improvement. (Standards III.D.1.a., III.D.1.d., III.D.2.d., III.D.3., IV.A.2.a., IV.A.5., IV.B.1.g., IV.B.2.)*

DESCRIPTIVE SUMMARY: 2012 – 2014

The Sequoias Community College District has satisfied Recommendation 7 by developing and sustaining a systematic evaluation of decision-making and budget development processes and using the results of those evaluations as a basis for improvement.

As described in Recommendation 1, in spring 2013, the District adopted three manuals which describe the process for governance and decision-making, integrated planning and resource allocation. Each of these manuals includes systematic evaluation processes. [\[E47\]](#) [\[E8\]](#) [\[E16\]](#) [\[E175\]](#)

In fall 2013, the Show Cause Visiting Team concluded that “*The institution has partially addressed this recommendation and now is in compliance with Standards III.D.2.d, III.D.3, IV.A.2, IV.A.5, IV.B.1.g, and IV.B.2. In order to fully meet the requirements of Standards III.D.1.a, III.D.1.d, COS should follow its new Model for Integrated Planning and budget development process including evaluation and the use of those evaluations as a basis for improvement. To that end the visiting team created the new 2013 Recommendation on Planning*” (p. 51). [\[E1\]](#)

In order to develop and implement a systematic evaluation of its decision-making and budget development processes and use the results of those evaluations as a basis for improvement. These efforts are described in this Midterm Report in the response to 2013 Recommendation 1 (p. 20).

The fall 2014 the Visiting Team stated “*that the college has completed a systematic evaluation of its decision-making and budget development processes and has begun to use the results of those evaluations as a basis for improvement. The institution has fully addressed this recommendation, resolved the deficiencies, and meets the Standards.*” (P.9) [\[E86\]](#)

EVIDENCE FOR SUSTAINABILITY: 2014 – PRESENT

Since the 2014 visit, the District continues to evaluate its governance and decision-making and budget development processes. The District uses the results of the evaluation to ensure informed decisions for continuous quality improvement. The District has addressed the actionable improvement plans and Recommendation 1 from 2013 (addressed in this report on page 20 (rec 1), and pages 72 and 77 (for actionable improvement plans 13 and 16).

The District has sustained systematic evaluation of decision-making and budget development processes and continues to use results of those evaluations as a basis for improvement as

outlined in the *Integrated Planning Manual*, *Governance and Decision-making Manual*, and the *Resource Allocation Manual*.

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2013 Actionable Improvement Plans

ACTIONABLE IMPROVEMENT PLAN 1:

The Superintendent/President, with members of the Implementation Task Force and the District Governance Senate, will ensure compliance with the timelines and processes in the College of the Sequoias 2013 Integrated Planning Manual for all institutional planning processes. (Standards I.A.3., I.B.2., III.D., III.D.1., II.D.1.a., III.D.4., IV.A.2., IV.A.2.a., IV.A.3., IV.A.5., IV.B.2.b.)

PROGRESS REGARDING COMPLETION OF THE ACTIONABLE IMPROVEMENT PLAN

Under the guidance of the Superintendent/President the District Governance Senate with the assistance of the Implementation Task Force ensured compliance with the timelines and processes in the Integrated Planning Manual. Below is an outline of the work completed toward fulfilling the requirements of integrated planning at College of the Sequoias.

Annual Report on the Strategic Plan (Standards I.B, I.B.3, I.B.4, IV.B.2.b):

- February 2014 - The Institutional Planning and Effectiveness Committee requested progress reports on actions from responsible parties (i.e., administrators and committee co-chairs). [\[E176\]](#)
- March/April 2014 – Responsible parties submitted progress reports, including corroborating quantitative and qualitative data and analyses, to the Institutional Planning and Effectiveness Committee. Based on a review of these reports, the Institutional Planning and Effectiveness Committee co-chairs drafted the College of the Sequoias Annual Report on the Strategic Plan. [\[E177\]](#)
- May/June 2014 – The draft of the College of the Sequoias Annual Report on the Strategic Plan was distributed for District-wide review and comment. The District Governance Senate gathered this feedback and prepared a final draft of the report which was submitted to the Superintendent/President and presented to the District’s Board of Trustees. [\[E178\]](#)
- August 2014 – The College of the Sequoias 2014 Annual Report on the Strategic Plan was distributed to internal and external constituencies.
- February – August 2015 – The process to create the 2015 Annual Report on the Strategic Plan was completed according the Integrated Planning Manual.

Master Plan Development Process (Standards I.B, I.B.2, I.B.3, I.B.4, IV.B.2.b):

- January 2014 – the co-chairs of the District Governance Senate charged the Institutional Planning and Effectiveness Committee to develop COS Master Plan. [\[E179\]](#)
- February 2014 – Institutional Planning and Effectiveness Committee proposed a process for preparation of the Master Plan. Members of the Master Plan task force were recruited from the following groups: faculty, classified/confidential employees, administrators, and students. [\[E180\]](#) [\[E40\]](#)
- March 2014 – The Office of Institutional Research, Planning and Institutional Effectiveness gathered data and led a discussion reviewing the data with the

Institutional Planning and Effectiveness Committee and the Master Plan Task Force. [\[E181\]](#)

- April 2014 - Challenges identified by an analysis of the data and suggested preliminary District Goals were distributed to Academic Senate Executive Board, Institutional Planning and Effectiveness Committee, Institutional Program Review Committee, and Deans Council for discussion and feedback. [\[E182\]](#)
- May 2014 - Academic Senate held a Summit on the Master Plan where these challenges and initial District Goals were discussed and feedback on challenges and District Goals identified in the draft of the Master Plan was gathered, reviewed, and analyzed. [\[E183\]](#)
- August 2014 – The draft Master Plan District Goals and challenges were presented to faculty and staff during the fall convocation. Attendees were invited to submit feedback on the draft. [\[E41\]](#)
- August-October 2014 – The Facilities Master Plan was drafted and distributed District-wide for review and feedback. The Master Plan Task Force integrated feedback from District-wide reviews to create the final draft of the College of the Sequoias Master Plan 2015-2025, which was forwarded to the Institutional Planning and Effectiveness Committee for approval. [\[E105\]](#) [\[E106\]](#) [\[E107\]](#)
- October-December 2014 – The Institutional Planning and Effectiveness Committee submitted the Master Plan to the District Governance Senate and Academic Senate for final review and approval. [\[E107\]](#)
- January 2015 – The Master Plan was presented to the Superintendent/President. The Superintendent/President approved the Master Plan and recommended the College of the Sequoias Master Plan 2015-2025 to the Board of Trustees for approval.
- February 2015 – The Board of Trustees approved the College of the Sequoias Master Plan 2015-2025. [\[E109\]](#) [\[E218\]](#)

Strategic Plan Development Process (Standards I.B, I.B.2, I.B.3, I.B.4, IV.B.2.b):

- December 2014 – The co-chairs of the District Governance Senate charged the Institutional Planning and Effectiveness Committee with developing the next College of the Sequoias Strategic Plan. [\[E110\]](#)
- January 2015 – The COS Board of Trustees held its Annual Board Planning Institute. During the annual Institute, senior management presented the Board with updates on all state/federal mandates and expectations. The Board of Trustees with senior managers contributed a first draft of suggested preliminary Strategic Plan District Objectives to be shared with Institutional Planning and Effectiveness Committee and begin the participatory governance and planning process. The Institutional Planning and Effectiveness Committee reviewed existing District Goals and beginning drafts of Strategic Plan objectives and assessments for those objectives and actions. [\[E111\]](#)
- February 2015 – The Institutional Planning and Effectiveness Committee presented the draft Strategic Plan objectives, actions, and rationales to a joint meeting of members of Institutional Program Review Committee, Dean’s Council, and Academic Senate Executive Board. These groups discussed the drafts and provided critiques and suggestions for changes and additions. The Institutional Planning and

Effectiveness Committee utilized this feedback to revise the draft Strategic Plan. [\[E112\]](#)

- March 2015 – The Academic Senate sponsored a Summit on the Strategic Plan. All constituent groups were represented: faculty, administration, students, classified staff, Board of Trustees, and community members. The second draft of the Strategic Plan Objectives and Actions were presented and attendees provided feedback and suggestions for revisions, additions, and deletions. [\[E113\]](#)
- March-April 2015 – The Institutional Planning and Effectiveness Committee incorporated the feedback to prepare the final draft of the Strategic Plan and presented the final draft of the College of the Sequoias Strategic Plan 2015-2018 to District Governance Senate and Academic Senate. [\[E114\]](#)
- April-May 2015 – The District Governance Senate and Academic Senate distributed the final draft of the Strategic Plan to their constituents for final review and comment. [\[E92\]](#) [\[E116\]](#)
- May 2015 – The District Governance Senate and Academic Senate considered final comments from constituent groups and recommended the College of the Sequoias Strategic Plan 2015-2018 to the Superintendent/President. [\[E92\]](#)
- May-June 2015 – The Superintendent/President approved the College of the Sequoias Strategic Plan 2015-2018 and presented it to the Board of Trustees as an information item. [\[E118\]](#)

Mission Statement (Standards I.A., I.A.3, I.B., I.B.4):

- September 2014 – The Superintendent/President requested that the District Governance Senate co-chairs initiate a review of the District Mission and appoint a task force to develop a process for data review and solicitation of feedback. [\[E185\]](#)
- October 2014 – The District Governance Senate reviewed and approved the proposed process for soliciting District-wide feedback on the current mission. The District Governance co-chairs implemented the process for gathering District-wide feedback; charged the Office of Research, Planning, and Institutional Effectiveness with gathering needed data; and gathered information on emergent trends in higher education and/or recent legislation. [\[E186\]](#) [\[E187\]](#)
- November 2014 – The task force compiled the District-wide feedback, reviewed the relevant data, and considered emergent trends in higher education and recent legislation. The task force developed a recommendation to revise the District Mission and submitted the recommendation to the District Governance Senate. [\[E188\]](#) [\[E189\]](#)
- December 2014 – The District Governance Senate reviewed the task force’s recommendation, as well as a summary of the District-wide feedback, reviewed the relevant data and considered emergent trends in higher education and recent legislation. Members of the District Governance Senate distributed the recommendation to their constituent groups for feedback. [\[E110\]](#) [\[E190\]](#) [\[E191\]](#) [\[E192\]](#) [\[E193\]](#) [\[E194\]](#)
- December 2014 – January 2015 – The District Governance Senate considered the feedback from the December review, made final changes, and presented their recommendation to revise the Mission Statement to the Superintendent/President.

The Superintendent/President approved the recommendation and recommended the College of the Sequoias Mission Statement to the Board of Trustees for approval. The Board of Trustees approved the revised College of the Sequoias Mission Statement. [\[E195\]](#) [\[E196\]](#)

Institutional Program Review Process (Standards I.B, I.B.3, I.B.4, I.B.6, II.A.2.a, III.D.1.a, III.D.1.d, III.D.4, IV.B.2.b):

- October 2013 – As a part of the Institutional Program Review process, Units included a regular and systematic evaluation of each Unit’s outcomes and assessments process. [\[E51\]](#)
- November 2013 – The Institutional Program Review Committee evaluated its process for that year and used that assessment to develop the process for the 2014 Institutional Program Reviews, including the calendar, template, training, and data requirements. [\[E24\]](#) [\[E52\]](#) [\[E54\]](#)
- February/March 2014 – Institutional Program Review Committee members provided hands-on training for Unit representatives and disseminated the Program Review Manual describing the new program review process. [\[E50\]](#)
- April/May 2014 – The Institutional Program Review Committee proposed changes to the *Governance and Decision-making Manual* and the *Integrated Planning Manual* to reflect the new program review processes. [\[E32\]](#)
- August/September 2014 – The Institutional Program Review Committee developed an audit process for program review to evaluate the use of data by the Units in creating their plans and evaluating their program. The results of the audit are used to improve the program review templates, trainings, and processes. [\[E48\]](#) [\[E53\]](#)
- September 2014 – Units completed and submitted program review drafts to responsible administrators who provided feedback and guidance for improvement. [\[E86\]](#)
- October 2014 – Units completed their final program review incorporating feedback from the Unit’s administrator. [\[E52\]](#) [\[E53\]](#) [\[E197\]](#)
- November 2014 – The Institutional Program Review Committee conducted an audit of select academic, student services, and administrative services unit program reviews. The Institutional Program Review Committee surveyed all campus employees for feedback on their perceptions of the new process, the new software, and the training provided by the Institutional Program Review Committee. [\[E198\]](#)
- January 2015 – The Institutional Program Review Committee modified the Program Review Manual to address issues revealed in the audit and the survey. [\[E11\]](#) [\[E219\]](#) [\[E290\]](#)
- March – May 2015 – The Institutional Program Review Committee members provided training on the revised program review process. Additional presentations were made to Instructional Council, Dean’s Council, and Management Council. Findings from the audit were presented and Units were instructed on how to use the Audit form (now a part of the Program Review Manual) to self-assess their Unit’s program review. Training introduced the Updates Section of program review as this is the first year this section will be completed. [\[E101\]](#) [\[E200\]](#) [\[E201\]](#) [\[E202\]](#)

- September 2015 – Units completed and submitted program review drafts to responsible administrators who provided feedback and guidance for improvement. [\[E4\]](#)

Senate/Council/Committee Evaluations (I.B, I.B.3, I.B.6, III.D.4, IV.B.2.b)

- January – February 2014/January-February 2015 – Senates/Committees/Councils completed Mid-Year Reports.
- April – May 2014/April – May 2015
 - Senates/Committees/Councils completed surveys.
 - Survey results are forwarded the co-chairs of the appropriate Senate/Committee/Council
 - Senates/Committees/Councils co-chairs completed the Year-end Governance Evaluation and review with respective governance group.
- May 2014/May 2015 – Senates/Committees/Councils submitted proposed updates or changes to the Governance and Decision-making, Integrated Planning, and Resource Allocation Manuals to the District Governance Senate. [\[E203\]](#)
- August 2014/August 2015 –Year-end Governance Reports were prepared by Academic Senate and District Governance Senate and presented to the Board of Trustees.

Above-base Resource Allocation and Budgeting Processes (Standards I.B, I.B.3, I.B.6, III.D.1.a, III.D.1.d, III.D.4, IV.B.2.b):

Above-base Resource Allocation

- November 2013 – Instructional Council, Students Services Council, Administrative Services, and the Superintendent/President’s office prioritized Above-base resource requests within the respective service areas. These prioritized lists were forwarded to the Budget Committee for District-wide prioritization. [\[E27\]](#) [\[E28\]](#) [\[E29\]](#) [\[E30\]](#) [\[E69\]](#)
- January 2014 – The Budget Committee requested a technical and feasibility assessment of Above-base requests from the Technology Committee and the Facilities/Safety Council. [\[E56\]](#) [\[E204\]](#)
- February 2014 – The Budget Committee used the rubric to prioritize Above-base resource requests and forwarded them to District Governance Senate. [\[E69\]](#)
- March 2014 – District Governance Senate reviewed the prioritized list and made recommendations to the Superintendent/President. The Superintendent/President reviewed the prioritized list, determined which requests received funding, and presented a final report to the Board of Trustees. [\[E70\]](#) [\[E71\]](#) [\[E60\]](#)
- March/April 2014 – The Budget Committee, in conjunction with the Office of Research, Planning and Institutional Effectiveness, prepared and distributed a survey to the participants (those requesting funding and members of the Budget Committee) of the Above-base Resource Allocation Process and analyzed the data for future modifications of the process. [\[E61\]](#)
- October 2014 – Above-base resource requests were made through each Unit’s program review and prioritized within each division or department. These prioritized lists were forwarded to the appropriate area administrator. [\[E206\]](#)

- November 2014 – The Budget Committee monitored the effectiveness of March 2014 Above-base resource allocations by reviewing individual resource allocation assessment memos submitted by each recipient, and analyzing documentation and data. [\[E205\]](#)
- November 2014 – Instructional Council, Students Services Council, Administrative Services, and the Superintendent/President’s office prioritized Above-base resource requests within the respective service areas. These prioritized lists were forwarded to the Budget Committee for District-wide prioritization. [\[E206\]](#) [\[E207\]](#) [\[E208\]](#) [\[E209\]](#) [\[E210\]](#)
- January 2015 – The Budget Committee requested a technical and feasibility assessment of Above-base requests from the Technology Committee and the Facilities/Safety Council. [\[E211\]](#)
- February 2015 – The Budget Committee used the rubric to prioritize Above-base resource requests and forwarded them to District Governance Senate. [\[E212\]](#)
- March 2015 – District Governance Senate reviewed the prioritized list and made recommendations to the Superintendent/President. The Superintendent/President reviewed the prioritized list, determined which requests received funding, and presented a final report to the Board of Trustees. [\[E93\]](#) [\[E214\]](#)
- March/April 2015 – The Budget Committee, in conjunction with the Office of Research, Planning, and Institutional Effectiveness, prepared and distributed a survey to the participants (those requesting funding and members of the Budget Committee) of the Above-base Resource Allocation Process and analyzed the data for future modifications of the process.
- Spring 2016 – The Budget Committee will monitor the effectiveness of March 2015 Above-base resource allocations by reviewing individual resource allocation assessment memos submitted by each recipient, and analyzing documentation and data.

Budget Development

- January 2014 – The Board of Trustees reviewed the Governor’s January Budget and established Board priorities aligned with the District’s Objectives in the Strategic Plan for 2014 – 2015. [\[E72\]](#)
- January 2014 – Fiscal administrators drafted budget development assumptions that reflected the District’s Mission, District Goals and Objectives and forwarded the budget development assumptions to the Budget Committee. [\[E56\]](#) [\[E175\]](#)
- February – May 2014 – The Budget Committee reviewed and revised the budget development assumptions as warranted and updated the District Governance Senate on the status of the budget development assumptions. [\[E62\]](#) [\[E63\]](#) [\[E64\]](#) [\[E65\]](#) [\[E66\]](#) [\[E67\]](#) [\[E68\]](#) [\[E216\]](#)
- March 2014 – Fiscal Services built an anticipated budget and provided area managers with tentative allocations. [\[E73\]](#) [\[E217\]](#)
- March 2014 – The vice president of Administrative Services held a budget forum at each campus to present the District’s anticipated budget and budget development assumptions. [\[E75\]](#)

- June 2014 – The vice president of Administrative Services presented the tentative budget (including links between resource allocations and the District’s Mission, District Goals, and Objectives) to the Board of Trustees for approval. [\[E73\]](#) [\[E76\]](#)
- July/August 2014 – The Superintendent/President, vice president of Administrative Services and Fiscal Services staff adjusted the District’s budget based on changes in the state budget. [\[E76\]](#)
- September 2014 – The Superintendent/President presented the final budget along with the College of the Sequoias Annual Report on the Strategic Plan (including a description of the relationship between resource allocations and the District’s Mission, District Goals, and District Objectives) to the Board of Trustees. The Board of Trustees approved the final budget. [\[E77\]](#)
- January 2015 - The Board of Trustees reviewed the Governor’s January Budget and established Board priorities aligned with the District’s Objectives in the Strategic Plan for 2014-2015. [\[E218\]](#)
- January 2015 – Fiscal administrators drafted budget development assumptions that reflected the District’s Mission, District Goals and Objectives and forwarded the budget development assumptions to the budget committee. [\[E219\]](#) [\[E220\]](#)
- February - May 2015 – The Budget Committee reviewed and revised the budget development assumptions as warranted and updated the District Governance Senate on the status of the budget development assumptions. [\[E221\]](#) [\[E222\]](#)
- March 2015 – Fiscal Services built an anticipated budget and provided area managers with tentative allocations. [\[E223\]](#) [\[E224\]](#)
- March 2015 – The vice president of Administrative Services held a budget forum at each campus to present the District’s anticipated budget and budget development assumptions. [\[E225\]](#)
- June 2015 – The vice president of Administrative Services presented the tentative budget (including links between resource allocations and the District’s Mission, District Goals, and District Objectives) to the Board of Trustees for approval. [\[E226\]](#) [\[E227\]](#)
- July/August 2015 – The Superintendent/President, vice president of Administrative Services and Fiscal Services staff adjusted the District’s budget based on changes in the state budget. [\[E228\]](#)
- September 2015 – The Superintendent/President presented the final budget along with the College of the Sequoias Annual Report on the Strategic Plan (including a description of the relationship between resource allocations and the District’s Mission, District Goals, and District Objectives) to the Board of Trustees. The Board of Trustees approved the final budget. [\[E87\]](#) [\[E229\]](#)

STATUS OF THE ACTIONABLE IMPROVEMENT PLAN

The College of the Sequoias Community College District has completed this actionable improvement plan. The Superintendent/President, with the District Governance Senate and the Implementation Task Force, has ensured the completion of all relevant tasks as outlined in the *College of the Sequoias 2013 Integrated Planning Manual*. In addition, these processes have been sustained throughout two years of implementation.

The Implementation Task Force was disbanded in Fall 2014. This Task Force had fulfilled its mandate of assisting the District during the implementation of the newly revised governance, planning, and resource allocation processes. [\[E230\]](#)

ACTIONABLE IMPROVEMENT PLAN 2:

The Superintendent/President, with the District Governance Senate, will ensure compliance with the timelines and processes in the College of the Sequoias 2013 Integrated Planning Manual relating to the revision of the District mission. (Standard I.A.4)

PROGRESS REGARDING COMPLETION OF THE ACTIONABLE IMPROVEMENT PLAN

Under the guidance of the Superintendent/President the District Governance Senate ensured compliance with the timelines and processes in the Integrated Planning Manual related to the review and revision of the District Mission. The District completed the following steps in the review of the Mission Statement (I.A., I.A.3, I.B., I.B.4):

- September 2014 – The Superintendent/President requested that the District Governance Senate co-chairs initiate a review of the District Mission and appoint a task force to develop a process for data review and solicitation of feedback. [\[E185\]](#)
- October 2014 – The District Governance Senate reviewed and approved the proposed process for soliciting District-wide feedback on the current mission. The District Governance co-chairs implemented the process for gathering District-wide feedback; charged the Office of Research, Planning and Institutional Effectiveness with gathering needed data; and gathered information on emergent trends in higher education and/or recent legislation. [\[E186\]](#) [\[E187\]](#)
- November 2014 – The task force compiled the District-wide feedback, reviewed the relevant data, and considered emergent trends in higher education and recent legislation. The task force developed a recommendation to revise the District Mission and submitted the recommendation to the District Governance Senate. [\[E188\]](#) [\[E189\]](#)
- December 2014 – The District Governance Senate reviewed the task force’s recommendation, as well as a summary of the District-wide feedback, reviewed the relevant data and considered emergent trends in higher education and recent legislation. Members of the District Governance Senate distributed the recommendation to their constituent groups for feedback. [\[E110\]](#) [\[E190\]](#) [\[E191\]](#) [\[E192\]](#) [\[E193\]](#) [\[E194\]](#)
- December 2014-January 2015 – The District Governance Senate considered the feedback from the December review, made final changes and presented their recommendation to revise the Mission Statement to the Superintendent/President. The Superintendent/President approved the recommendation and recommended the College of the Sequoias Mission Statement to the Board of Trustees for approval. The Board of Trustees approved the revised College of the Sequoias Mission Statement. [\[E195\]](#) [\[E196\]](#)

STATUS OF THE ACTIONABLE IMPROVEMENT PLAN

The College of the Sequoias Community College District has completed this actionable improvement plan. The Superintendent/President with the District Governance Senate have ensured the completion of all relevant tasks as outlined in the *College of the Sequoias 2013*

Integrated Planning Manual related to the revision of the District Mission. The next review of the District Mission will occur in September 2017.

ACTIONABLE IMPROVEMENT PLAN 3:

The Superintendent/President, with the Institutional Program Review Committee and the Academic Senate, will ensure the creation and implementation of the new program review template. Implementation of the revised institutional program review process will begin in spring 2014. (Standards I.A.4, IV.A.2.b)

PROGRESS REGARDING COMPLETION OF THE ACTIONABLE IMPROVEMENT PLAN

The Institutional Program Review Committee, with the guidance of the Superintendent/President created and implemented a new program review template. The following steps were taken to create and implement the revised program review process:

- September-November 2013: The Institutional Program Review Committee developed the new program review template and the annual program review process and presented the template and procedures to the District Governance Senate and the Academic Senate. [\[E231\]](#) [\[E232\]](#)
- December 2013: The District Governance Senate and the Academic Senate approved the program review template and process. [\[E233\]](#) [\[E234\]](#)
- February/March 2014 – Institutional Program Review Committee members provided hands-on training for unit representatives and disseminated the Program Review Manual describing the new program review process. [\[E50\]](#)
- April-May 2014: The Institutional Program Review Committee proposed changes for the *Integrated Planning Manual*, *Governance and Decision-making Manual*, *Resource Allocation Manual*, and relevant Board Policies and Administrative Procedures to reflect the new program review process. [\[E213\]](#) [\[E32\]](#)
- August/September 2014 – The Institutional Program Review Committee developed an audit process for program review to evaluate the use of data by the units in creating their plans and evaluating their program. The results of the audit are used to improve the program review templates, trainings, and processes. [\[E48\]](#) [\[E53\]](#)
- November 2014 – The Institutional Program Review Committee conducted an audit of select academic, student services, and administrative services unit program reviews. The Institutional Program Review Committee surveyed all campus employees for feedback on their perceptions of the new process, the new software, and the training provided by the Institutional Program Review Committee. [\[E52\]](#) [\[E53\]](#) [\[E198\]](#)

The Academic Senate was integrally involved in approval of the new process. Program review is designated as “mutually agree” in the ten plus one items as stated in Assembly Bill 1725 and Board Policy 2510. The Superintendent/President provided input as the Academic Senate accomplished the following:

- November 2013: The Institutional Program Review Committee presented the new program review process and demonstrated the template to the Academic Senate. [\[E235\]](#)

- December 2013: The Academic Senate approved the new program review process and template. [\[E234\]](#)

STATUS OF THE ACTIONABLE IMPROVEMENT PLAN

The College of the Sequoias Community College District has completed this actionable improvement plan. The new program review process was implemented and began in spring 2014. The process was further reviewed and revised for 2015.

ACTIONABLE IMPROVEMENT PLAN 4:

The Superintendent/President, with the District Governance Senate and Board of Trustees, will ensure that relevant board policies and administrative procedures are updated to align with the College of the Sequoias 2013 Integrated Planning Manual. (Standard I.A.4.)

PROGRESS REGARDING COMPLETION OF THE ACTIONABLE IMPROVEMENT PLAN

The Sequoias Community College District updated relevant board policies and administrative procedures to align with the *College of the Sequoias Integrated Planning Manual*.

Board Policy and Administrative Procedure BP/AP 2510: Participation in Local Decision-making was revised through the governance process. This policy and procedure identified how all constituencies provide input in revising all other board policies and administrative procedures. [\[E215\]](#)

The District reviews, revises, and updates all Board Policies and Administrative Procedures on a five-year cycle. As outlined in AP 2510 and AP 2410, all board policies and administrative procedures are distributed to all senates, committees, and councils. They have 30 days to complete their reviews and make suggestions for any changes. The policy and/or procedure is then returned to original author for incorporation of the suggestions. The final modified policy/procedure then returns to the appropriate Senate for final review and approval for an additional 30 days. [\[E236\]](#)

Board policies and administrative procedures related to the newly instituted planning processes were identified by the Accreditation Response Task Force for Standard I. These board policies and administrative procedures were subsequently updated to reflect the *College of the Sequoias 2013 Integrated Planning Manual*. [\[E237\]](#)

The review cycle allows the District to modify all Board Policies and Administrative Procedures to reflect any and all changes related to the new manuals and to ensure that all policies and procedures are current with respect to processes and law. [\[E237\]](#) The District updated the Board Policies and Administrative Procedures in the Academic Services area in 2014-2015. The Student Services policies and procedures will be updated in 2015-2016. In addition, Academic Senate and Senior Management are reviewing the process for the five-year review cycle. [\[E238\]](#) [\[E239\]](#) [\[E240\]](#)

STATUS OF THE ACTIONABLE IMPROVEMENT PLAN

The District has completed this Actionable Improvement plan as it has reviewed and updated the relevant board policies and administrative procedures to align with the *College of the Sequoias Integrated Planning Manual*.

ACTIONABLE IMPROVEMENT PLAN 5:

The Superintendent/President, with the Budget Committee and the Implementation Task Force, will ensure compliance with the processes of budget development and Above-base resource allocation in the College of the Sequoias 2013 Resource Allocation Manual. (Standards I.B.4., III.D.1.b., III.D.1.d., III.D.4.)

PROGRESS REGARDING COMPLETION OF THE ACTIONABLE IMPROVEMENT PLAN

Under the guidance of the Superintendent/President, the Budget Committee with the assistance of the Implementation Task Force, ensured compliance with the timelines and processes in the *Resource Allocation Manual* for budget development and Above-base resource allocation.

The District has demonstrated the sustainable nature of these processes through two complete cycles. As stated previously, the Implementation Task Force was dissolved in fall 2014 having fulfilled its charge. [\[E230\]](#) The District had fully implemented all processes outlined in the Governance, Integrated Planning, and Resource Allocation Manuals. The responsible senates and committees had assumed responsibility for the processes, including their evaluation.

Below is an outline of the work completed toward fulfilling the requirements of budget processes outlined in the Resource Allocation Model.

Above-base Resource Allocation and Budgeting Processes (Standards I.B, I.B.3, I.B.6, III.D.1.a, III.D.1.d, III.D.4, IV.B.2.b)

Above-base Resource Allocation

- November 2013/November 2014 – Instructional Council, Students Services Council, Administrative Services, and the Superintendent/President’s office prioritized Above-base resource requests within the respective service areas. These prioritized lists were forwarded to the Budget Committee for District-wide prioritization. [\[E27\]](#) [\[E28\]](#) [\[E29\]](#) [\[E30\]](#) [\[E69\]](#) [\[E206\]](#)
- January 2014/January 2015 – The Budget Committee requested technical and feasibility assessment of Above-base requests from the Technology Committee and the Facilities/Safety Council. [\[E56\]](#) [\[E204\]](#) [\[E211\]](#)
- February 2014/February 2015 – The Budget Committee used the rubric to prioritize Above-base resource requests and forwarded them to District Governance Senate. [\[E69\]](#) [\[E212\]](#)
- March 2014/March 2015 – District Governance Senate reviewed the prioritized lists and made recommendations to the Superintendent/President. The Superintendent/President reviewed the prioritized lists, determined which requests received funding, and presented a final report to the Board of Trustees. [\[E70\]](#) [\[E71\]](#) [\[E60\]](#) [\[E93\]](#) [\[E214\]](#)
- March-April 2014/March-April 2015 – The Budget Committee, in conjunction with the Office of Research, Planning, and Institutional Effectiveness, prepared and

distributed a survey to the participants (those requesting funding and members of the Budget Committee) of the Above-base Resource Allocation Process and analyzed the data for future modifications of the process. [\[E61\]](#) [\[E241\]](#)

Budget Development

- January 2014/January 2015 - The Board of Trustees reviewed the Governor's January Budget and established Board priorities aligned with the District's Objectives in the Strategic Plan for 2014-2015. [\[E72\]](#) [\[E218\]](#)
- January 2014/January 2015 – Fiscal administrators drafted budget development assumptions that reflected the District's Mission, District Goals and Objectives and forwarded the budget development assumptions to the Budget Committee. [\[E56\]](#) [\[E175\]](#) [\[E219\]](#) [\[E220\]](#)
- February-May 2014/ February-May 2015– The Budget Committee reviewed and revised the budget development assumptions as warranted and updated District Governance Senate on the status of the budget development assumptions. [\[E62\]](#) [\[E63\]](#) [\[E64\]](#) [\[E65\]](#) [\[E66\]](#) [\[E67\]](#) [\[E68\]](#) [\[E216\]](#) [\[E221\]](#) [\[E222\]](#)
- March 2014/March 2015 – Fiscal Services built an anticipated budget and provided area managers with tentative allocations. [\[E73\]](#) [\[E217\]](#) [\[E223\]](#) [\[E224\]](#)
- March 2014/March 2015 – The vice president of Administrative Services held a budget forum at each campus to present the District's anticipated budget and budget development assumptions. [\[E75\]](#) [\[E225\]](#)
- June 2014/June 2015 – The vice president of Administrative Services presented the tentative budget (including links between resource allocations and the District's Mission and District Goals and Objectives) to the Board of Trustees for approval. [\[E73\]](#) [\[E76\]](#) [\[E226\]](#) [\[E227\]](#)
- July-August 2014/July-August 2015 – The Superintendent/President, vice president of Administrative Services and Fiscal Services staff adjusted the District's budget based on changes in the state budget. [\[E76\]](#) [\[E228\]](#)
- September 2014/September 2015– The Superintendent/President presented the final budget with the College of the Sequoias Annual Report on the Strategic Plan (including a description of the relationship between resource allocations and the District's Mission and District Goals and Objectives) to the Board of Trustees. The Board of Trustees approved the final budget. [\[E76\]](#) [\[E86\]](#) [\[E229\]](#)

STATUS OF THE ACTIONABLE IMPROVEMENT PLAN

The College of the Sequoias Community College District has completed this actionable improvement plan. The Superintendent/President, with the Budget Committee and the Implementation Task Force, ensured compliance with the processes of budget development and Above-base resource allocation in the *College of the Sequoias 2013 Resource Allocation Manual*. In addition, these processes have been sustained throughout two years of implementation.

ACTIONABLE IMPROVEMENT PLAN 6:

The Outcome and Assessment Committee, the Institutional Planning and Effectiveness Committee, the Institutional Program Review Committee, the Budget Committee, and the Office of Academic Services will ensure outcomes assessments are tied to institutional improvement and resource allocation according to the College of the Sequoias 2013 Integrated Planning Manual, College of the Sequoias 2013 Resource Allocation Manual, and College of the Sequoias 2013 Governance and Decision-making Manual. (Standards II.A.1.a., II.A.1.c.)

PROGRESS REGARDING COMPLETION OF THE ACTIONABLE IMPROVEMENT PLAN

The District's assessments are tied to institutional improvement and resource allocation through the institutional program review process, the resource allocation process, and the Annual Report on the Strategic Plan.

The following summarizes the District's progress on this Actionable Improvement Plan:

Institutional Program Review

In Institutional Program Review, Units provide an analysis of their outcome assessments. As a result of that evaluation and an analysis of the unit's strengths and weaknesses, units develop Actions. These Actions are tied to District Objectives and/or outcomes (student learning outcomes or service area outcomes). The program review process includes an evaluation of the impact of the prior year's Actions on outcomes and/or District Objectives.

- February – October 2014
 - Academic units analyzed assessment data collected from the first year of the three-year assessment cycle and prepared this analysis for inclusion in their annual program reviews. [\[E242\]](#)
 - Non-academic units evaluated service area outcome data collected from the first year assessments and prepared this analysis for inclusion in their annual program reviews. [\[E243\]](#)
- February – October 2015
 - Academic units analyzed assessment data collected from the second year of the three-year assessment cycle and prepared this analysis for inclusion in their annual program reviews. [\[E244\]](#)
 - Non-academic units evaluated service area outcome data collected from the second year assessments and prepared this analysis for inclusion in their annual program reviews. [\[E245\]](#)
 - All units provided information on the status of their 2014 Actions in the Update section of program review. As a part of this update, units described how the results of their Actions impacted the relative outcomes or District Objectives. [\[E245\]](#)
 - The 2015-2018 Strategic Plan was adopted in June 2015. In the 2015 program reviews, units tied their Actions to outcomes (student learning or service area) and/or the 2015-2018 District Objectives. [\[E246\]](#) [\[E89\]](#) [\[E109\]](#) [\[E218\]](#)

Above-base Resource Allocation Process

- November 2013 – Instructional Council, Students Services Council, Administrative Services, and the Superintendent/President’s office prioritized Above-base resource requests within the respective service areas. These prioritized lists were forwarded to the Budget Committee for District-wide prioritization. [\[E27\]](#) [\[E28\]](#) [\[E29\]](#) [\[E30\]](#) [\[E69\]](#) [\[E206\]](#)
- January 2014 – The Budget Committee requested a technical and feasibility assessment of Above-base requests from the Technology Committee and the Facilities/Safety Council. [\[E56\]](#) [\[E204\]](#)
- February 2014 – The Budget Committee utilized the following criteria from the rubric to prioritize Above-base resource requests and forwarded them to District Governance Senate:
 - Institutional Program Review and alignment with the District Objectives;
 - Breadth of impact;
 - Potential impact on student success;
 - Measureable outcomes; and,
 - Rank on service area prioritized lists. [\[E69\]](#)
- March 2014 – District Governance Senate reviewed the prioritized list and made recommendations to the Superintendent/President. The Superintendent/President reviewed the prioritized list, determined which requests received funding, and presented a final report to the Board of Trustees. [\[E70\]](#) [\[E71\]](#) [\[E60\]](#)
- March/April 2014 – The Budget Committee, in conjunction with the Office of Research, Planning, and Institutional Effectiveness, prepared and distributed a survey to the participants (those requesting funding and members of the Budget Committee) of the Above-base Resource Allocation Process and analyzed the data for future modifications of the process. [\[E61\]](#)
- October 2014 – Above-base resource requests were made through each unit’s program review and prioritized within each division or department. These prioritized lists were forwarded to the appropriate area administrator. [\[E206\]](#)
- November 2014 – Instructional Council, Students Services Council, Administrative Services, and the Superintendent/President’s office prioritized Above-base resource requests within the respective service areas. These prioritized lists were forwarded to the Budget Committee for District-wide prioritization. [\[E206\]](#) [\[E207\]](#) [\[E208\]](#) [\[E209\]](#) [\[E210\]](#)
- January 2015 – The Budget Committee requested a technical and feasibility assessment of Above-base requests from the Technology Committee and the Facilities/Safety Council. [\[E211\]](#)
- February 2015 – The Budget Committee utilized the following criteria from the revised rubric to prioritize Above-base resource requests and forwarded them to District Governance Senate:
 - Funding request is linked to District Objectives through its associated action.
 - The action linked to the funding request is related to course/program/department outcomes.

- Resource request is connected to achieving the action.
- Data support the rationale for the action and need for resource request.
- Funding request has been ranked by service area. [\[E212\]](#)
- March 2015 – District Governance Senate reviewed the prioritized list and made recommendations to the Superintendent/President. The Superintendent/President reviewed the prioritized list, determined which requests received funding, and presented a final report to the Board of Trustees. [\[E93\]](#) [\[E214\]](#)
- March/April 2015 – The Budget Committee, in conjunction with the Office of Research, Planning, and Institutional Effectiveness, prepared and distributed a survey to the participants (those requesting funding and members of the Budget Committee) of the Above-base Resource Allocation Process and analyzed the data for future modifications of the process.

Annual Report on the Strategic Plan

- February 2014/February 2015 – The Institutional Planning and Effectiveness Committee requested progress reports on actions from the responsible parties (i.e., administrators and committee co-chairs). [\[E176\]](#)
- March-April 2014/ March-April 2015 – Responsible parties submitted progress reports, including corroborating quantitative and qualitative data and analyses, to the Institutional Planning and Effectiveness Committee. Based on a review of these reports, the Institutional Planning and Effectiveness Committee co-chairs drafted the College of the Sequoias Annual Report on the Strategic Plan. [\[E177\]](#)
- May-June 2014/ May-June 2015 – The draft of the College of the Sequoias Annual Report on the Strategic Plan was distributed for District-wide review and comment. The District Governance Senate gathered feedback and prepared a final draft of the report, which was submitted to the Superintendent/President and presented to the District’s Board of Trustees. [\[E178\]](#)
- August 2014/August 2015 – The College of the Sequoias Annual Report on the Strategic Plan was distributed to internal and external constituencies.

STATUS OF THE ACTIONABLE IMPROVEMENT PLAN

The College of the Sequoias Community College District has completed this actionable improvement plan. The Outcome and Assessment Committee, the Institutional Planning and Effectiveness Committee, the Institutional Program Review Committee, the Budget Committee, and the Office of Academic Services ensured outcomes assessments are tied to institutional improvement and resource allocation according to the *College of the Sequoias Integrated Planning Manual*, *College of the Sequoias Resource Allocation Manual*, and *College of the Sequoias Governance and Decision-making Manual*. In addition, these processes have been sustained throughout two years of implementation.

ACTIONABLE IMPROVEMENT PLAN 7:

The Outcome and Assessment Committee, the Technology Committee, and the Office of Research, Planning, and Institutional Effectiveness will establish processes to evaluate the effectiveness of TracDat.

PROGRESS REGARDING COMPLETION OF THE ACTIONABLE IMPROVEMENT PLAN

The District purchased TracDat software in 2013. This is a web-based software application system which allows District constituencies to track outcomes and assessments, monitor progress of the District Senates and related committee initiatives, capture actions supporting District Objectives, and perform unit program reviews. Initially, the District developed a task force comprised of members of the Response Task Force. This task force helped construct the TracDat template used by all areas to report on their outcomes and assessments. The templates are designed to allow faculty, staff and administrators to keep track of course and program outcomes, service area outcomes, related assessments, and to generate reports based on these outcomes. This task force also developed the template used for the new annual program reviews. [\[E247\]](#)

As defined in the *Governance and Decision-making Manual*, task forces are temporary groups with limited charges and time spans. In 2014, the TracDat Task Force was disbanded and a TracDat Work Group was established. The work group is composed of administrators from the Office of Research, Planning and Institutional Effectiveness, Technology Services, Senior Management Council, and Deans Council. The TracDat Work Group established processes to evaluate the effectiveness of TracDat. Advisory groups which provide end-user feedback were identified and recruited from the following: [\[E253\]](#)

- Outcome and Assessment Committee;
- Institutional Program Review Committee;
- Deans Council;
- Senior Management;
- Student Services Council; and,
- Instructional Council.

The strategies/methods developed for evaluating TracDat's effectiveness included both quantitative and qualitative data and analysis. For example, a survey of satisfaction for all TracDat users was administered and analyzed by the Office of Research, Planning, and Institutional Effectiveness. The questions for the survey instrument included areas of satisfaction, ease of use and navigation, accessibility, ad-hoc reporting capabilities, training for users, areas of dissatisfaction, and areas for improvement. All TracDat users were invited to participate in this questionnaire, which provided them an opportunity to reflect on their experience with TracDat. The results of the survey were analyzed by the Office of Research, Planning and Institutional Effectiveness, and were forwarded to the co-chairs of TracDat Workgroup. Finally, the TracDat Workgroup reviewed and discussed the TracDat evaluation results and developed/identified appropriate tasks to respond to areas in need of attention. Areas identified for attention included user training and access. [\[E248\]](#) [\[E249\]](#)

STATUS OF THE ACTIONABLE IMPROVEMENT PLAN

The College of the Sequoias Community College District has completed this actionable improvement plan. The TracDat Workgroup has established processes and evaluated the effectiveness of TracDat and will reassess as needed.

ACTIONABLE IMPROVEMENT PLAN 8:

The Superintendent/President, with the Outcome and Assessment committee, will ensure compliance with the Three-Year Cycle for assessing all courses, programs, and institutional outcomes. (Standard II.A.2.e.)

PROGRESS REGARDING COMPLETION OF THE ACTIONABLE IMPROVEMENT PLAN

By fall 2013, all Divisions had established a three-year assessment cycle for all active course outcomes to ensure that all courses will have regular assessment performed. These cycles ensure that all courses within a division have learning outcomes assessments performed on a regular basis. In addition, these cycles are evaluated during the annual program review.

[\[E250\]](#) Divisions have published their learning outcome evaluation schedules, have completed the scheduled assessments, and have entered their assessment results on TracDat.

Dialogue Days have been included in the District calendar, one per semester, since 2013 and are utilized by all divisions. These days facilitate the ability of faculty to dialogue on the assessments and assessment results for those courses scheduled in the current year of the three-year cycle.

Program Outcomes are published for all programs in the College General Catalog, TracDat, and on the COS website in the Outcome and Assessment Committee page. The Outcome and Assessment Committee has created a new assessment protocol on TracDat for the assessment of programs which includes their placement in a three-year cycle. These protocols were implemented beginning with the 2014-2015 Academic Year as part of the new program review process.

Institutional Learning Outcomes were assessed by each division as part of the former program review. Program outcome assessment includes identifying congruence with Institutional Learning Outcomes. Currently, this occurs as part of the outcomes and assessment process. [\[E251\]](#) [\[E252\]](#) [\[E2\]](#)

The General Education Committee identified General Education Learning Outcomes. These outcomes were assessed in January 2015. Based on these assessments, the committee created action plans for the next three years which include ongoing monitoring of general education course to general education program connections. Additionally, there will be more scrutiny of the General Education Learning Outcomes for global perspective/social responsibility and how it is addressed with the inclusion of Area D in the new General Education framework. Finally, the General Education Learning Outcome on self-awareness lacks significant connection to general education courses, so this area will be further assessed to show a stronger connection between the courses and the outcome. [\[E254\]](#)

STATUS OF THE ACTIONABLE IMPROVEMENT PLAN

The District has completed this actionable improvement plan. Ongoing processes are in place to ensure compliance with the three-year evaluation cycle.

ACTIONABLE IMPROVEMENT PLAN 9

Using the program review and resource allocation processes, the Superintendent/President will ensure that resource allocation decisions about student support services are based on data, and that special attention is given to ensuring that students have equitable access to services at all District locations and means of delivery.

PROGRESS REGARDING COMPLETION OF THE ACTIONABLE IMPROVEMENT PLAN

In Spring 2013, the District adopted the *Resource Allocation Manual* and revised the program review process to align with the COS Integrated Planning Model. The *Resource Allocation Manual* identifies the processes by which the District develops its budget, how the budget is communicated, and the processes by which requests for Above-base budget funding can be submitted. In the integrated planning model, District Goals and District Objectives take into consideration all students, regardless of method of delivery or place of instruction. The program review process includes a step by which each unit can link their action plans to the objectives of the Strategic Plan. In its deliberations of funding Above-base budget requests, the Budget Committee considers those links to the District Objectives.

In addition, the budget development process includes the establishment of budget development assumptions to guide the allocation of resources. These budget development assumptions are presented in multiple venues including meetings of the Budget Committee, the District Governance Senate, the Academic Senate and the Board of Trustees. They are also presented during the Budget Forums held on each campus. Information from a variety of sources is considered in the development of the budget development assumptions, including:

- District Goals (Master Plan) and District Objectives (Strategic Plan);
- Priorities identified through the Institutional Program Reviews;
- Mandates from external agencies;
- Status of long-term and ongoing obligations;
- Projected State funding based on projected Full time Equivalent Students (FTES); and,
- Local funding.

Several examples of how program review and the resource allocation process has served all students of the District include:

- Expanded Writing Center and Math Lab Services: As part of the 2013-2015 District Objectives, a task force reviewed services of all tutorial services at each of the District sites. Through this process, both the Hanford Educational Center and Tulare College Center increased hours of service for Center students through the addition of classified staff, tutoring, and facilities. [\[E255\]](#)
- Expanded Library Services and Technology Services: As part of the program review process, services for all students regardless of location or means of delivery were expanded through the instructional equipment budget. [\[E256\]](#)

- Implementation of the Student Success Program: Students attending the Hanford Educational Center and Tulare College Center are included when implementing new programs such as the Student Success Program. As a result, during summer 2015, student success centers were implemented at all three campuses, and student success staff were added at all three sites. [\[E257\]](#)

STATUS OF THE ACTIONABLE IMPROVEMENT PLAN

The District has completed this actionable improvement plan. Ongoing processes are in place to ensure that equitable funding is available to provide student support services to all students regardless of location or mode of delivery of instruction. The established evaluations of these processes will also help ensure their effectiveness now and in the future.

ACTIONABLE IMPROVEMENT PLAN 10:

The Superintendent/President in collaboration with provosts, computer services staff, and Math Department faculty will ensure implementation of a system to provide Math Lab services to the Hanford Educational Center and Tulare College Center sites by November 2013. (Standards II.C.1., II.C.1.c.)

PROGRESS REGARDING COMPLETION OF THE ACTIONABLE IMPROVEMENT PLAN

The District has established remote access to the Math Lab (located in the Learning Resource Center on the Visalia campus) by students at the Hanford Educational Center and at the Tulare College Center. This remote access is accomplished utilizing dedicated computers in all three locations. Students are able to have live, real-time interaction with tutors in the Math Lab in Visalia. In addition, the District hired a fulltime Math Lab instructional specialist to provide extended Math Lab services in Hanford and Tulare.

STATUS OF THE ACTIONABLE IMPROVEMENT PLAN

The District has completed this actionable improvement plan. Through the use of remote technology and expanded services, students located at the Hanford Educational Center and/or the Tulare College Center have access to comparable Math Lab services.

ACTIONABLE IMPROVEMENT PLAN 11:

The Superintendent/President, with members of the Implementation Task Force and the District Governance Senate, will ensure compliance with roles and responsibilities placed upon each of the governance groups in the College of the Sequoias 2013 Governance and Decision-making Manual. (Standards III.D.1.d., IV.A.2., IV.A.2.a., IV.A.3., IV.A.5., IV.B.2.b.)

PROGRESS REGARDING COMPLETION OF THE ACTIONABLE IMPROVEMENT PLAN

The District has completed this actionable improvement plan. All of the roles and responsibilities of governance groups complied with the *College of the Sequoias Governance and Decision-making Manual* and the governance process was assessed during the Year-end report and governance surveys.

The District completed the following actions:

- September 2013/September 2014/September 2015
 - Senate/Committee/Council co-chairs provided training on each committee's unique role in the integrated planning processes. [\[E17\]](#)
 - Senate/Committee/Council co-chairs worked with their membership to identify expectations and responsibilities for each of the committees/councils/senates as set forth in the *Governance and Decision-making Manual*. These were then used to develop and plan each group's initiatives for the 2013-14 and the 2014-15 academic years. [\[E17\]](#) [\[E258\]](#)
- January – February 2014/January – February 2015 –Senates/Committees/Councils completed Mid-Year Reports. [\[E259\]](#)
- April – May 2014/April – May 2015
 - Senates/Committees/Councils completed surveys
 - Survey results are forwarded the co-chairs of the appropriate Senate/Committee/Council
 - Senates/Committees/Councils co-chairs completed Year-end Governance Evaluation and review with respective governance group. [\[E260\]](#)
- May 2014/ May 2015 – Senates/Committees/Councils submitted proposed updates or changes to the *Governance and Decision-making, Integrated Planning, and Resource Allocation Manuals* to the District Governance Senate. [\[E203\]](#)
- August 2014/August 2015 –Year-end Governance reports were prepared by Academic Senate and District Governance Senate. [\[E261\]](#) [\[E262\]](#) [\[E263\]](#)

STATUS OF THE ACTIONABLE IMPROVEMENT PLAN

The College of the Sequoias Community College District has completed this actionable improvement plan. The Superintendent/President, with members of the Implementation Task Force and the District Governance Senate, ensured compliance with roles and responsibilities placed upon each of the governance groups in the *College of the Sequoias Governance and Decision-making Manual*. In addition, these processes have been sustained throughout two years of implementation.

ACTIONABLE IMPROVEMENT PLAN 12:

The vice president of Administrative Services will conduct an open forum at each District site in spring 2014 and each spring thereafter to provide updates about the District's financial status and processes, as well as to create a venue for dialogue about financial issues. (Standards III.D.1.d., III.D.2.c.)

PROGRESS REGARDING COMPLETION OF THE ACTIONABLE IMPROVEMENT PLAN

The District has completed this actionable improvement plan. The vice president of Administrative Services conducted an open forum on all three District campuses in March 2014 and in March 2015. The presentations included an update on the District's financial status, the budget development process, and the District's anticipated budget for the coming year. The forums provided a venue for District-wide dialogue and input on the budget development process. [\[E225\]](#)

The vice president of Administrative Services conducted forums as follows:

- March 20, 2014 – Hanford Educational Center
- March 24, 2014 – Tulare College Center
- March 26, 2014 – Visalia Campus
- March 19, 2015 – Visalia Campus
- March 23, 2015 – Hanford Educational Center
- March 25, 2015 – Tulare College Center

STATUS OF THE ACTIONABLE IMPROVEMENT PLAN

The College of the Sequoias Community College District has completed this actionable improvement plan. The vice president of Administrative Services conducted open forums at each District site in spring 2014 and spring 2015. These forums provided updates about the District's financial status and processes, as well as created a venue for dialogue about financial issues. In addition, these processes have been sustained throughout two years of implementation.

ACTIONABLE IMPROVEMENT PLAN 13:

The vice president of Administrative Services and the Budget Committee will ensure that the District implements the recently developed processes to assess the effective use of Above-base funds. (Standard III.D.2.a.)

PROGRESS REGARDING COMPLETION OF THE ACTIONABLE IMPROVEMENT PLAN

The District has completed this actionable improvement plan. The Budget Committee completed the 2013-14 and 2014-15 resource allocation process and adhered to the guidance provided in the *College of the Sequoias Resource Allocation Manual*. The Budget Committee evaluated the 2013-14 process and implemented changes for 2014-2015 based on that assessment. The Budget Committee also assessed the effective use of the Above-base funds awarded in spring 2014. The Budget Committee also evaluated the subsequent 2014-15 process and implemented changes for 2015-2016 based on the most recent assessment. The Budget Committee will assess the effective use of the Above-base funds awarded in spring 2015 based upon recipients' responses received in the following year.

The Budget Committee completed the following:

- November 2013 – Instructional Council, Students Services Council, Administrative Services, and the Superintendent/President's office prioritized Above-base resource requests within the respective service areas. These prioritized lists were forwarded to the Budget Committee for District-wide prioritization. [\[E206\]](#) [\[E207\]](#) [\[E208\]](#) [\[E209\]](#)
- January 2014 – The Budget Committee requested technical and feasibility assessment of Above-base requests from the Technology Committee and the Facilities/Safety Council. [\[E56\]](#) [\[E204\]](#)
- February 2014 – The Budget Committee used the rubric to prioritize Above-base sources requests and forwarded them to District Governance Senate. [\[E69\]](#)
- March 2014 – District Governance Senate reviewed the prioritized lists and made recommendations to the Superintendent/President. The Superintendent/President reviewed the prioritized lists, determined which requests received funding, and presented a final report to the Board of Trustees. [\[E70\]](#) [\[E71\]](#) [\[E60\]](#)
- March/April 2014 – The Budget Committee, in conjunction with the Office of Research, Planning, and Institutional Effectiveness, prepared and distributed a survey to the participants (those requesting funding and members of the Budget Committee) of the Above-base Resource Allocation Process and analyzed the data for future modifications of the process. [\[E61\]](#)
- September 2014 – The Budget Committee distributed the Resource Allocation Assessment Memo to all Above-base fund recipients. (This step was performed earlier in the annual cycle to enable the District to have tangible results for the Accreditation follow-up visit in November 2014) [\[E264\]](#)
- October 2014 – All Above-base recipients submitted the Resource Allocation Assessment Memo for the Budget Committee's review [\[E265\]](#)
- November 2014 – The Budget Committee assessed the effective use of the Above-base funds granted in the 2013-14 resource allocation cycle. [\[E266\]](#)

- November 2014 – Instructional Council, Students Services Council, Administrative Services, and the Superintendent/President’s office prioritized Above-base resource requests within the respective service areas. These prioritized lists were forwarded to the Budget Committee for District-wide prioritization. [\[E206\]](#) [\[E207\]](#) [\[E208\]](#) [\[E209\]](#) [\[E210\]](#)
- January 2015 – The Budget Committee requested technical and feasibility assessment of Above-base requests from the Technology Committee and the Facilities/Safety Council. [\[E211\]](#)
- February 2015 – The Budget Committee used the rubric to prioritize Above-base sources requests and forwarded them to District Governance Senate. [\[E212\]](#)
- March 2015 – District Governance Senate reviewed the prioritized lists and made recommendations to the Superintendent/President. The Superintendent/President reviewed the prioritized lists, determined which requests received funding, and presented a final report to the Board of Trustees. [\[E93\]](#) [\[E214\]](#)
- March/April 2015 – The Budget Committee, in conjunction with the Office of Research, Planning, and Institutional Effectiveness, prepared and distributed a survey to the participants (those requesting funding and members of the Budget Committee) of the Above-base Resource Allocation Process and analyzed the data for future modifications of the process. [\[E241\]](#)

In early spring 2016, the Budget Committee will distribute the Resource Allocation Assessment Memo to all Above-base fund recipients. Responses will be utilized by the Budget Committee to assess the effective use of Above-base funds granted in the 2014-15 resource allocation cycle.

STATUS OF THE ACTIONABLE IMPROVEMENT PLAN

The District has fully completed this action and will continue to evaluate the Above-base allocations through program review and the resource allocation assessment process.

ACTIONABLE IMPROVEMENT PLAN 14:

The District Governance Senate will ensure that the Senate/Committee/Council Evaluation in spring 2014 includes an assessment of representatives' routine distribution of information to constituent groups. (Standard III.D.2.c.)

PROGRESS REGARDING COMPLETION OF THE ACTIONABLE IMPROVEMENT PLAN

The District completed this actionable improvement plan. The Senate/Committee/Council Year-end Governance Evaluation and Year-end Reports were completed in spring 2014 and spring 2015. The evaluations included an assessment of routine distribution of information to constituent groups.

The District completed the following actions:

- Academic Senate
 - Academic Senate distributes Agendas, Minutes, and supporting documents for its meetings to all faculty via email and posts these materials to the Academic Senate webpage.
 - Committees that report to the Academic Senate submit standing reports which are included in the Senate's supporting documents.
 - Committees post agendas and minutes to the appropriate Academic Senate Committee webpage. [\[E267\]](#)
- District Governance Senate
 - District Governance Senate posts Agendas, Minutes, and supporting documents for its meetings on the District Governance Senate webpage and provides a link to the materials via COS eNews, which includes all District constituencies.
 - Committees that report to the District Governance Senate submit standing reports which are included in the Senate's supporting documents.
 - Committees post agendas and minutes to the appropriate District Governance Senate Committee webpage. [\[E268\]](#)
 - District Governance Senate committee representatives report District Governance Senate items of interest and pertinent District activity back to their respective constituents and committees on a regular basis. [\[E13\]](#)
- Year-end Governance Evaluations
 - Senates/Committees/Councils complete annual surveys that include assessment of distribution of routine information to constituent groups. [\[E241\]](#)
 - Senates/Committees/Councils co-chairs complete Year-end Governance Evaluations and review survey results with respect to distribution of routine information to constituent groups. [\[E269\]](#)
 - Academic Senate and District Governance Senate complete Year-end Governance Reports that include assessment of distribution of routine business. [\[E270\]](#)

STATUS OF THE ACTIONABLE IMPROVEMENT PLAN

The College of the Sequoias Community College District has completed this actionable improvement plan. The District Governance Senate ensured that the Senate/Committee/Council Evaluation in spring 2014 and spring 2015 included an assessment of representatives' routine distribution of information to constituent groups. In addition, these processes have been sustained through two years of implementation.

ACTIONABLE IMPROVEMENT PLAN 15:

The vice president of Administrative Services, in collaboration with the District Governance Senate, will develop and implement the process for a unit to formally request approval of the movement of funds within the unit's discretionary base budget. The request must include a justification based on how this budget shift will support the unit's ability to address an issue identified in its Institutional Program Review and/or contribute to achievement of a District Objective. (Standard III.D.4.)

PROGRESS REGARDING COMPLETION OF THE ACTIONABLE IMPROVEMENT PLAN

The Sequoias Community College District has developed and implemented a process by which units can formally request approval of the movement of funds within discretionary base budget accounts. This process was implemented for 2014-2015 budget development and was utilized again in 2015-2016 budget development.

During the development of the budget for the following year, budget managers receive copies of their current budgets along with the expenditures to date. They are directed to review each budget category and determine if monies should be transferred between their base budget accounts. In addition to the specific directions on how to note these changes, the budget managers are directed to complete a justification based on how a budget shift will support the Unit's ability to address an issue identified in its program review and/or contribute to the achievement of a District Objective. [\[E271\]](#) While budget managers had in the past been able to request the movement of funds between base budget accounts, the implementation of the Justification Form was new to the process. Appropriate managers and Fiscal Services review the justifications and alignment with unit outcomes and/or District Objectives before granting the transfers in the budget development process.

STATUS OF THE ACTIONABLE IMPROVEMENT PLAN

The District has completed this actionable improvement plan. A formal process for requesting changes to discretionary base budget accounts has been finalized and now includes the requirement that units justify the movement of funds between accounts in relation to either their Institutional Program Reviews or District Objectives. The process has been sustained for two budget cycles and will be maintained going forward. [\[E272\]](#)

ACTIONABLE IMPROVEMENT PLAN 16:

The vice president of Administrative Services, in collaboration with the District Governance Senate, will develop and implement the process to monitor the reports of how Above-base funding improved institutional effectiveness in serving students or moved the District toward achieving District Objectives. (Standard II.D.4.)

PROGRESS REGARDING COMPLETION OF THE ACTIONABLE IMPROVEMENT PLAN

The District has completed this actionable improvement plan. The Budget Committee, a standing committee of the District Governance Senate, completed the 2013-14 and 2014-15 resource allocation process and adhered to the guidance provided in the *College of the Sequoias Resource Allocation Manual*. This actionable improvement plan is completed through the following processes: the Budget Committee's annual assessment of the effective use of Above-base funds; each unit's annual update on resource allocation effectiveness in program review; and, the District's Annual Report on the Strategic Plan.

The Budget Committee has completed the following:

- September 2014 – distributed the Resource Allocation Assessment Memo to all Above-base fund recipients. (This step was performed earlier in the annual cycle to enable the District to have tangible results for the Accreditation follow-up visit in November 2014) [\[E264\]](#)
- October 2014 – all Above-base recipients submitted the Resource Allocation Assessment Memo for the Budget Committee's review. [\[E265\]](#)
- November 2014 – assessed the effective use of the Above-base funds granted in the 2013-14 resource allocation cycle. [\[E266\]](#)
- February-April 2015 – evaluated the rubric used to rank Above-base allocation requests based on how effectively they are linked to District Objectives or course/program/department outcomes, how significantly they are connected to achieving a program review action, and by the degree the data supports the rationale for the action and the request. [\[E273\]](#)

In early spring 2016, the Budget Committee will distribute the Resource Allocation Assessment Memo to all Above-base fund recipients. Responses will be utilized by the Budget Committee to assess the effective use of Above-base funds granted in the 2014-15 resource allocation cycle. In addition, starting in October 2016, units will address the effectiveness of the previous year's resource allocations granted to them in their program review.

STATUS OF THE ACTIONABLE IMPROVEMENT PLAN

The District has fully completed this action. The District has developed and implemented the process to monitor the reports of how Above-base funding improved institutional effectiveness in serving students or moved the District toward achieving District Objectives.

ACTIONABLE IMPROVEMENT PLAN 17:

All committee co-chairs will provide training on each committee's unique role in the integrated planning processes. Standard IA4

PROGRESS REGARDING COMPLETION OF THE ACTIONABLE IMPROVEMENT PLAN

As part of the annual governance process, committee co-chairs present the COS 2.0 Organizational Meeting Guide Agenda during the first meeting of each senate/committee/council meeting each fall. The purpose of the agenda guide is to provide consistency for all senates and committees. [\[E274\]](#)

The Meeting Guide Agenda includes the following information:

- Election of officers (in accordance with *COS Governance & Decision-making Manual*);
- Set and publish a twice-monthly meeting schedule (through at least first semester);
- Review and discuss the *COS Governance & Decision-making Manual*;
- Take appropriate steps, if necessary, to update existing By-laws or operating procedures to align with the *COS Governance & Decision-making Manual*;
- Review COS District Objectives for the specific purpose of aligning annual work;
- Establish and codify the structure and timing of committee reports (by or from);
- Review prior year's evaluation and initiatives;
- Develop current year's initiatives, if any. When appropriate, District Goals and District Objectives should be integrated into initiatives. Initiatives need to support integrated planning and the District's Goals when applicable;
- Enter routine business and initiatives into TracDat; and,
- Review Actionable Improvement Plan(s) and include as current initiative(s) if applicable.

Senates, committees and councils develop initiatives for the year and track progress in order to evaluate their effectiveness. A part of this process is the review of the initial Meeting Guide Agenda. This item is a standing "initiative" for all senates, committees, and councils ensuring the completion of this task. [\[E241\]](#)

STATUS OF THE ACTIONABLE IMPROVEMENT PLAN

The District has completed this actionable improvement plan. The inclusion of this task in the assessment of the senate/committee/council will ensure continuation of this practice.

ACTIONABLE IMPROVEMENT PLAN 18:

In order to institutionalize widespread institutional dialogue about assessment results, the Superintendent/President in collaboration with the Academic Senate will plan one Dialogue Day each semester into the academic calendar.

PROGRESS REGARDING COMPLETION OF THE ACTIONABLE IMPROVEMENT PLAN

Dialogue Days were implemented in fall 2013. Since that time, one Dialogue Day has been scheduled every semester. The Dialogue Days are scheduled on a Friday and faculty are allowed to re-direct their students in order to attend activities related to assessment of learning outcomes. While initially Dialogue Days were focused on academic areas, they now encompass all areas and campus constituencies.

Faculty, staff, and managers participate in Dialogue Days to discuss outcomes (student learning or service area) and the assessments of those outcomes. The Outcomes and Assessments Committee plans the activities, provides training for various academic departments, and assists with the ongoing scheduling of Dialogue Days.

The Management Council provided initial training for administrative and student services departments in the development and assessment of service area outcomes. Administrators in each area are responsible for ensuring that these outcomes are assessed. Service areas document the assessments and results of service area outcomes in annual program reviews.

STATUS OF THE ACTIONABLE IMPROVEMENT PLAN

The District has completed this actionable improvement plan. Dialogue Days have been institutionalized and continue to be offered once per semester. All areas of the District participate in Dialogue Days.

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2012 Self-Identified Plans

2012 SELF-IDENTIFIED PLANS

The District adopted 29 Self-Identified Plans in the 2012 Self Study. In spring 2013 and in response to the Show Cause sanction, many of the plans were folded into the District's new Actionable Improvement Plans, while others were discontinued based on the adoption of the three manuals which describe the District's processes for governance, integrated planning, and resource allocation.

-
- 1) The Accreditation leadership team will revise the Self-Evaluation survey to more accurately measure views on how well the Mission Statement serves as a guide in the development of new programs and services for the District.***
-

This plan was discontinued.

The self-evaluation survey has been replaced by the process for revising the District's Mission Statement as described in the *College of the Sequoias Integrated Planning Manual*. The calendar identified in the manual requires more frequent and regular evaluation.

Furthermore, in the process of re-organization of District governance and planning, the Accreditation leadership team is no longer in existence. The alteration of a survey does not rise to the level of an Accreditation Actionable Improvement Plan as it does not in any way assist the District in meeting the Standard.

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- 2) The campus committees will develop or revise their Mission Statements to be in alignment with the Mission of the institution and Strategic Plan. The Institutional Planning and Effectiveness Committee will develop a template that aligns each committee's work to an Accreditation standard and the Strategic Plan. It will also develop a mechanism for annual updates to be instituted. This will help each committee to focus on the standard(s) that it addresses, the charge that it is given, and how its actions are aligned with the Mission, Strategic Plan, and Accreditation.***
-

This plan was completed.

During the process of addressing the Show Cause finding in 2012, the District reorganized, clearly defined, and codified its governance structures, planning processes, and allocation of resources. These are described in the *2013 College of the Sequoias Governance and Decision-making Manual*, the *2013 College of the Sequoias Resource Allocation Manual*, and the *2013 College of the Sequoias Integrated Planning Manual*.

Every group identified in the *College of the Sequoias Governance and Decision-making Manual* has a clearly defined charge, a membership list, and how their charge (or functions) aligns with State regulations. The *College of the Sequoias Integrated Planning Manual* also identifies the appropriate Accreditation standards associated with each process outlined in the manual.

To support implementation of the manuals, the District prepared an Organizational Meeting Agenda Guide to standardize a District-wide review of the participatory governance structure

in the first fall meeting of the governance senates, committees, and councils. This agenda guide, which was designed to ensure that all groups successfully transitioned from former operations to new operations, included: [\[E274\]](#)

- A review of and commitment to the principles of participatory governance and the corresponding operating agreements;
- Processes to elect new co-chairs;
- Identification of by-law revisions needed to align with the purposes and membership identified in the *College of the Sequoias Governance and Decision-making Manual*;
- Construction of an annual meeting schedule with dates, times, and locations; and,
- Review of the 2013-14 District Objectives identified from the Annual Report on the Strategic Plan.

3) *Campus entities and support groups will systematically connect the data relating student needs and demographics to planning. (Standard 1.B.5.)*

This plan was completed.

The District defined and codified its data reliance in the *2013 College of the Sequoias Integrated Planning Manual* wherein data is the central element in the planning model.

Specifically, the District's routine and systematic processes that rely on the presentation and analysis of assessment results and institutional effectiveness indicators are:

- Institutional Program Review: One component of this review is the analysis of data that reflect the performance of the Unit. Conversations about student learning outcomes, program learning outcomes, institutional learning outcomes, and service area outcomes occur across the District.
- Resource allocation processes: Once the Institutional Program Reviews are completed, these outcomes assessments are discussed by colleagues outside of the unit as funding requests are analyzed and prioritized.
- College of the Sequoias Annual Report on the Strategic Plan: Each spring the Institutional Planning and Effectiveness Committee requests progress reports from those identified as responsible for specific District Objectives. Once these reports are received, the committee analyzes the progress reports in terms of their effectiveness in moving the District toward achievement of the District Objectives. Once the annual report is drafted, the dialogue expands District-wide. The Institutional Planning and Effectiveness Committee submits the draft to the District Governance Senate for dialogue on progress on the District Objectives. This feedback is incorporated into the draft, which is then distributed District-wide for further review and feedback. Once again the feedback is integrated into the final document, which is submitted to the Superintendent/President who then reviews and discusses the document with the Board of Trustees. The production of this important document reinforces and sustains dialogue on the District's long-term goals and short-term objectives. [\[E7\]](#) [\[E275\]](#)
- Student Success Scorecard: Each spring the Chancellor's Office distributes a standardized report reflecting institutional effectiveness. Formerly the Accountability Reporting for Community Colleges, this statewide report of the District's

- effectiveness in meeting its Mission sparks dialogue across the District. Scorecard data was utilized in the development of the ten-year master plan. [\[E9\]](#) [\[E276\]](#)
- Essential Learning Initiative: The Essential Learning Initiative funds innovative projects and, each spring, the recipients of those funds present data to reflect the effectiveness of the projects. For example, the Student Athlete Mentoring Program began as a pilot through the Essential Learning Initiative to address academic needs of this student demographic group. Based on the evaluation results indicating increased student success, the program was institutionalized through the strategic planning and student equity planning processes. [\[E10\]](#) [\[E277\]](#) [\[E278\]](#)
 - Dialogue Days: Beginning in fall 2013, conversations about outcome assessments and discussion of institutional effectiveness are scheduled each semester. During these conversations, units complete course and program outcomes assessment including conversations and analysis about research, findings, and changes to curriculum. [\[E129\]](#)
-

4) The District will support growing needs for research and data by fully staffing the research office. (Standard I.B.5.)

This plan was completed. See Recommendation 3 page 31.

5) Divisions will assess outcomes for all programs (including degree programs) in an annual cycle: identifying and planning in the fall, with implementation, analysis, and results in the spring semesters. (Standard II.A.1.c.)

This plan was completed.

See Eligibility Requirement 10 page 12, Recommendation 4 page 34 and Actionable Improvement Plans 8 and 18 pages 66 and 79.

6) The General Education (GE) and the Outcomes and Assessment Committees will develop and implement GE/Institutional outcomes and assessment cycles. (Standard II.A.1.c.)

This plan was completed.

See Eligibility Requirement 10 page 12, Recommendation 4 page 34 and Actionable Improvement Plan 8 page 66.

7) The District will find a way to address outcomes as part of the contract. (Standard II.A.1.c.)

This plan was completed.

See Eligibility Requirement 13 page 14 and Recommendation 4 page 34.

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- 8) *The District will be at proficiency and reach the goal of continuous and systematic quality improvement in assessing outcomes at all levels by spring 2014. (Standard II.A.1.c.)***
-

This plan was completed.

See Eligibility Requirement 10 page 12, Recommendation 4 page 34 and Actionable Improvement Plans 8 and 18 pages 66 and 79.

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- 9) *The District will continue to work toward full proficiency in meeting outcomes creation, assessment, and review. (Standard II.A.2.e.)***
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This plan was completed.

See Eligibility Requirement 10 page 12, Recommendation 4 page 34 and Actionable Improvement Plans 8 and 18 pages 66 and 79.

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- 10) *A General Education outcomes assessment cycle will be created and implemented. (Standard II.A.2.i.)***
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This plan was completed.

See Eligibility Requirement 10 page 12, Recommendation 4 page 34 and Actionable Improvement Plan 8 page 66.

-
- 11) *Program outcomes will be created and assessed to ensure that student achievement is emphasized in the awarding of degrees and certificates. (Standard II.A.2.i.)***
-

This plan was completed.

See Eligibility Requirement 10 page 12, Recommendation 4 page 34 and Actionable Improvement Plan 8 page 66.

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- 12) *The General Education Committee will have a fully functioning course review cycle that is transparent and effective in maintaining an interdisciplinary core of study. (Standard II.A.3.c.)***
-

This plan was completed.

The General Education Committee instituted the course review cycle. [\[E280\]](#) The General Education Committee solicits new courses for inclusion in the general education pattern each fall. The Committee reviews the proposals and recommends new courses to the Curriculum Committee and Academic Senate through the regular governance process. Courses must meet strict guidelines set forth in the descriptors for each area.

13) The District will create a systematic way to include learning outcomes and program pages in the catalog. (Standard II.A.6.)

This plan was completed.

See Eligibility Requirement 10 page 12, Recommendation 4 page 34 and Actionable Improvement Plan 8 page 66.

14) The Office of Academic Services, in concert with the articulation officer, will develop a feasible policy for students wishing to transfer to College of the Sequoias; this policy will be placed in the COS General Catalog and on the website. (Standard II.A.6.a.)

This plan was completed.

The policy for students transferring to COS from another institution was written and vetted through the California Intersegmental Articulation Council and the District's governance process. The policy is located in the COS General Catalog that is found on the District website (p.74-82). [\[E281\]](#) [\[E282\]](#) [\[E283\]](#)

15) Develop student services programs for the new Tulare campus in preparation for its opening in spring 2013. (Standard II.B.1.)

This plan was completed.

See Recommendation 5 page 37 and Actionable Improvement Plans 9 and 10 page 67 and page 69.

16) Continue working toward center status at Hanford to ensure consistent funding for student services programs and personnel. (Standard II.B.1.)

This plan was completed.

In March 2015, the Needs Assessment for Center Status was approved by the Board of Governors in March 2015. Center status was official as of July 1, 2015.

17) The District will conduct a longitudinal study of English as Second Language placement procedures. (Standard II.B.3.e.)

This plan was completed.

In order to address the issue of the size of the ESL program, the District participated in a statewide consortium to assist the CELSA test publisher maintain the Chancellor's Office approval for use as a matriculation assessment instrument. In fall 2012, all students enrolled in in ESL courses were asked to complete a consequential validation survey. Faculty then assessed the appropriateness of the student placement level. Student satisfaction of placement rating exceeded the 75% threshold and was 100% for 6 of 10 courses. The District adheres to the Chancellor's Office six year assessment review validation cycle and the next review is scheduled for 2018-2019. [\[E284\]](#)

18) Develop a budget for books for the Hanford and Tulare centers. (Standard II.C.1.)

This plan was completed.

Budgets for the Hanford Educational Center and the Tulare College Center are included in the process adopted in Spring 2013 and outlined in the *College of the Sequoias Resource Allocation Manual* to ensure that information about the budget and the budget development process are understood across the District. This document provides an overview of the sources of the District's revenues and identifies possible uses of those revenues. In addition, to ensure District-wide communication with all constituencies, the vice president Administrative Services holds annual budget development forums and information meetings at each District site. [\[E219\]](#) [\[E285\]](#)

19) Extend the hours of operation for the library when the budgets allows. (Standard II.C.1.)

This plan was completed.

The Learning Resource Center's reference desk coverage was expanded with additional staffing. In addition, the Ask-A-Librarian service was expanded and is available either through the library website or via telephone. Overall library hours were expanded with the addition of a full-time position in fall 2014. [\[E7\]](#) [\[E286\]](#) [\[E287\]](#)

20) Replace the 21-hour adjunct librarian to ensure consistent staffing of the reference desk in the library when funding becomes available. (Standard II.C.1.b.)

This plan was completed.

As part of the library budget augmentation in order to better serve all students, additional face-to-face reference and instructional librarian hours were added to the District schedule to include both day and evening hours and additional service hours at the Centers in spring 2013. [\[E286\]](#) [\[E287\]](#) [\[E279\]](#)

21) Expand the e-book and print book collections to add depth, quality and quantity. (Standard II.C.1.c.)

This plan was completed.

The Learning Resource Center budget was increased to expand the e-book and print book collections. [\[E288\]](#)

22) Extend the hours of operation for the library when resources become available. (Standard II.C.1.c)

This plan was completed.

In Spring 2013, additional face-to-face reference and instructional librarian hours were added to the schedule to include both day and evening hours. [\[E1\]](#) [\[E286\]](#) [\[E287\]](#)

23) The campus will work with California State University Fresno to resume access to its databases. (Standard II.C.1.e.)

This plan was completed.

COS students have access to California State University, Fresno library and its databases. The Learning Resource Center Director is working with California State University, Fresno to advertise and increase access for COS students. [\[E289\]](#)

24) Human Resources will work with the appropriate groups and develop comprehensive hiring procedures for classified staff and interim administrators. (Standard III.A.1.a.)

This plan was completed.

See Recommendation 6 page 40. [\[E1\]](#) [\[E287\]](#) [\[E290\]](#)

25) Human Resources will work with the appropriate groups and develop Board Policies and Administrative Procedures for the evaluation of adjunct faculty, classified employees, administrators, and confidential employees. (Standard III.A.1.b.)

This plan was completed. See Recommendation 6 page 40.

26) The evaluation process for full-time faculty is a negotiable item. It is the District's desire to improve the process in the future. (Standard III.A.1.c.)

This plan was discontinued.

However see Eligibility Requirement 13 page 14 Recommendations 4 and 6 pages 34 and 40.

27) Increase staff campus wide as funding becomes available. (Standard III.A.2)

This plan was discontinued.

Staffing increases are based on acceptance of delineated models in the College of the Sequoias Integrated Planning Manual and the College of the Sequoias Resource Allocation model. Because the District's budget is dependent on the State Budget, these manuals now create a systematic way of identifying resources and subsequent processes for staffing.

[\[E219\]](#) [\[E291\]](#)

28) When the budget situation improves, sabbaticals should become available again for full-time faculty. (Standard III.A.5.a.)

The plan is in progress.

The Academic Senate has recommended that the Faculty Enrichment Committee solicit and evaluate sabbatical proposals beginning in fall 2015. Any approved proposals will be forwarded to the Superintendent/President through the appropriate governance process.

[\[E292\]](#)

29) The Board of Trustees will conduct a formal evaluation of the Superintendent/President annually and will be sure that the process is noted in the minutes. (Standard IV.B.1.j.)

This plan was completed.

The annual review of the Superintendent/President is described in Board Policy 2435. The Superintendent/President is evaluated annually. [\[E293\]](#) [\[E294\]](#)

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Evidence List

- E1 ACCJC Show Cause Visiting Team Report 2013
- E2 Dialogue Days announcements and sign in sheets
- E3 Course-level Outcome Assessment webpage
- E4 Sample Academic Programs Reviews
- E5 Examples of old Program Review Template
- E6 Institutional Program Review webpage
- E7 2015 Annual Report on the 2010-2015 Strategic Plan
- E8 College of the Sequoias Institutional Planning Calendar
- E9 College of the Sequoias Master Plan 2015-2025
- E10 College of the Sequoias Strategic Plan 2015-2018
- E11 College of the Sequoias 2015 Governance and Decision-making Manual
- E12 Program Review samples 2015
- E13 2015 Year-end Report, Governance surveys, Evaluations
- E14 Above-base Resource Allocations
- E15 Joint meeting between Budget Committee and Institutional Program Review Committee Agenda and Minutes
- E16 College of the Sequoias 2013 Governance and Decision-making Manual
- E17 2013-2014 Organizational Meeting Agenda Guide
- E18 Academic Senate Agenda and Minutes, August 28, 2013
- E19 Budget Committee Agenda and Minutes, August 22, 2013
- E20 Curriculum Committee Agenda and Minutes, September 4, 2013
- E21 District Governance Senate Agenda and Minutes, August 27, 2013
- E22 Academic Senate Agenda and Minutes, December 11, 2013
- E23 District Governance Senate Agenda and Minutes, December 10, 2013
- E24 Institutional Program Review Committee Agenda and Minutes, November 5, 2013
- E25 TracDat User Manual, Institutional Program Review, 2014
- E26 Solutions and Innovations Workgroup website
- E27 Administrative Services email regarding Above-base budgets, November 26, 2013
- E28 Instructional Council Agenda and Minutes, November 7, 2013
- E29 Memoranda from Area Vice Presidents forwarding finalized Above-base budget prioritizations to the Budget Committee
- E30 Student Services Council Agenda and Minutes, November 22, 2013
- E31 2014 Annual Report on the 2010-2015 Strategic Plan
- E32 District Governance Senate Agenda and Minutes, May 13, 2014
- E33 Institutional Planning and Effectiveness Committee Chairs Memorandum requesting progress on 2013-2014 District Objectives, February 16, 2014

- E34 Institutional Planning and Effectiveness Committee Progress Reports on 2013-2014 District Objectives
- E35 District Governance Senate Agenda and Minutes, January 28, 2014
- E36 Institutional Planning and Effectiveness Committee Agenda and Minutes, January 22, 2014
- E37 Institutional Planning and Effectiveness Committee Agenda and Minutes, March 27, 2014
- E38 Joint Meeting to Discuss Master Plan Goals, Agenda and Handouts, April 23, 2014
- E39 Master Plan Taskforce Agenda and Minutes, April 24, 2014
- E40 Master Plan Website
- E41 College of the Sequoias Fall 2014 Convocation, PowerPoint and Handout
- E42 Academic Senate Summit Agenda and Notes, May 3, 2014
- E43 Master Plan District-wide forums, Agenda and Presentation, February and April 2014
- E44 District Governance Senate Agenda and Minutes, September 10, 2013
- E45 District Governance Senate Agenda and Minutes, September 24, 2013
- E46 Committee/Council/Senate Year-end Reports, 2013-2014
- E47 College of the Sequoias 2013 Integrated Planning Manual
- E48 Institutional Program Review Committee Agenda and Minutes, April 1, 2014
- E49 Institutional Program Review Committee Agenda and Minutes, December 3, 2013
- E50 Institutional Program Review Committee, COS eNews regarding Program Review Training and Agendas, Spring 2014
- E51 Institutional Program Review Committee Program Review Template
- E52 Institutional Program Review Committee Survey Results, 12/2013
- E53 Institutional Program Review Committee Audit Form
- E54 District Governance Senate Year-end Report 2013-14
- E55 Academic Senate Year-end Evaluation 2013-2014
- E56 Budget Committee Agenda and Minutes, January 23, 2014
- E57 Budget Committee Agenda and Minutes, December 5, 2013
- E58 Facilities/Safety Council Agenda and Minutes, February 5, 2014
- E59 Technology Committee Agenda and Minutes, December 16, 2013
- E60 Board of Trustees Agenda and Minutes, March 10, 2014
- E61 Budget Committee survey and results on Above-base Budget Process
- E62 Budget Committee Agenda and Minutes, February 13, 2014
- E63 Budget Committee Agenda and Minutes, February 27, 2014
- E64 Budget Committee Agenda and Minutes, March 13, 2014
- E65 Budget Committee Agenda and Minutes, March 27, 2014
- E66 Budget Committee Agenda and Minutes, April 10, 2014
- E67 Budget Committee Agenda and Minutes, April 24, 2014
- E68 Budget Committee Agenda and Minutes, May 8, 2014
- E69 Budget Committee Prioritized Lists for Above-base Resources, February 14, 2014
- E70 District Governance Senate Agenda and Minutes, March 11, 2014
- E71 District Governance Senate Agenda and Minutes, March 25, 2014
- E72 Board of Trustees Retreat Agenda, January 24, 2014
- E73 College of the Sequoias Anticipated budget, June 2014
- E74 Institutional Program Review Committee Agenda and Minutes, September 2, 2014

- E75 Administrative Services, Spring Budget Forums, Handouts, Sign-in Sheets, and PowerPoint, March 26, 2014
- E76 Board of Trustees Agenda and Minutes, June 9, 2014
- E77 Board of Trustees Agenda and Minutes, September 8, 2014
- E78 2014-2015 Organizational Meeting Agenda Guide
- E79 Institutional Program Review Committee Agenda and Minutes, February 11, 2014
- E80 Institutional Program Review Committee Agenda and Minutes, February 18, 2014
- E81 College of the Sequoias Accreditation Website, College communications
- E82 Outcomes and Assessment Committee documentation on Dialogue Days
- E83 Research Advisory Workgroup, Agendas and Minutes
- E84 Implementation Task Force, Agenda and Minutes
- E85 TracDat Task Force, Agenda and Minutes
- E86 ACCJC Follow-up Visiting Team Report 2014
- E87 Board of Trustees Agenda and Minutes, September 2015
- E88 College of the Sequoias Mission Statement
- E89 Board of Trustees Agenda and Minutes, June 2015
- E90 Institutional Program Review Manual
- E91 List of Program Review trainings
- E92 District Governance Senate Agenda and Minutes, May 2015
- E93 Board of Trustees Agenda and Minutes, March 2015
- E94 Budget Committee Agenda and Minutes
- E95 Budget Forums PowerPoint
- E96 Board of Trustees Agenda and Minutes, June 2015 and September 2015
- E97 TracDat reports
- E98 Institutional Program Review Committee Agenda and Minutes
- E99 Institutional Program Review Audit form
- E100 Institutional Program Review Survey results
- E101 COS eNews
- E102 Instructional Council Agenda and Minutes
- E103 Dean's Council Agenda and Minutes
- E104 Management Council Agenda and Minutes
- E105 Facilities and Safety Agenda and Minutes
- E106 Master Plan Task Force Agenda and Minutes
- E107 District Governance Senate Agenda and Minutes
- E108 District Governance Senate Agenda and Minutes, October-December 2014
- E109 Board of Trustees Agenda and Minutes, February 2015
- E110 District Governance Senate Agenda and Minutes, December 2014
- E111 Institutional Planning and Effectiveness Committee Agenda and Minutes, January 2015
- E112 Institutional Planning and Effectiveness Committee, Agenda and Minutes, February 2015; Handouts from meeting
- E113 March 2015 List of feedback; email announcement of Summit
- E114 Institutional Planning and Effectiveness Committee Agenda and Minutes, March-April 2015
- E115 Outcomes and Assessment website

- E116 District Governance Senate minutes; Academic Senate Agenda and Minutes, April-May 2015
- E117 Banner screenshot
- E118 Board of Trustees Agenda and Minutes, May-June 2015
- E119 Dialog Day announcements and sign in sheets, October 2014/2015 and March 2014/2015
- E120 ACCJC workshop Agenda, October 2014
- E121 College of the Sequoias Spring 2015 Convocation Agenda and PowerPoint
- E122 Budget Committee Agenda and Minutes, May 2014 and May 15; Survey Results (2014/2015); Evaluations from units receiving Above-base funding (select)
- E123 Office of Research, Planning and Institutional Effectiveness Research Calendar
- E124 Training workshop on data availability and usage, Agenda and sign in sheets
- E125 Solutions and Innovations Work Group and Research Advisory Agenda and Minutes
- E126 Academic Senate Agenda and Minutes, Three year Assessment Cycle (approval)
- E127 Assessment Cycle report from TracDat
- E128 Outcome and Assessments TracDat Report
- E129 Dialogue Days announcement and flyer
- E130 Fall 2013 Teaching and Learning Institute and Convocation sign-in sheets
- E131 Action Request from Subgroup IIA
- E132 TracDat and Outcome and Assessment website
- E133 Banner Course Search
- E134 College of the Sequoias Teachers Association Pilot Program
- E135 Industrial Maintenance Substantive Change Proposal
- E136 Instructional Council Agenda and Minutes and Agenda from Faculty Training
- E137 General Education Committee Agenda and Minutes, spring 2014
- E138 Outcomes and Assessment Agendas and Minutes, spring 2015
- E139 Electrician Training Substantive Change Proposal
- E140 Academic Senate Agenda and Minutes, April 29, 2014
- E141 Outcomes and Assessment Committee Agenda and Minutes
- E142 Program Outcomes report cycles from Tracdat
- E143 ACCJC Visiting Team Evaluation Report 2012
- E144 Student Support Services Survey
- E145 Associate Degrees for Transfer Substantive Change Proposal
- E146 Link COS homepage AskCOS
- E147 Ask-A-Librarian
- E148 Website for Library hours, Ask-A-Librarian website
- E149 Interlibrary Loan and Newsletters
- E150 Program Review for Student Services and Learning Resource Center
- E151 Extended Information System report
- E152 Sample Student Services Program Review
- E153 College of the Sequoias Strategic Plan 2010-2015, Objective 3
- E154 ACCJC Annual Reports
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- E156 Annual Fiscal Reports
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E159 College of the Sequoias Adjunct Faculty Association Master Agreement
 E160 Hiring Procedures for All Employees
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 E165 Candidate Exit Survey
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 E168 Management Institute Retreat 2015 Agenda
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 E170 College of the Sequoias Management handbook
 E171 New Classified Hiring Procedures
 E172 Senior Management, District Governance Senate, Academic Senate meeting Agenda
 E173 Summary of Assessment of Above-base resource allocation process memo
 E174 COS eNews
 E175 College of the Sequoias 2013 Resource Allocation Manual
 E176 Email from Institutional Planning and Effectiveness Committee co-chairs
 E177 Examples of reports including District Objective 8
 E178 Draft/ Final Annual Report on the Strategic Plan 2010-2015
 E179 District Governance Senate Agenda and Minutes and Memo
 E180 College of the Sequoias Master Plan 2015-25 proposal
 E181 Institutional Planning and Effectiveness Committee and Master Plan Task Force Agendas and Minutes
 E182 Master Plan 2015-2025, planning joint meeting handouts, April 23, 2014
 E183 Master Plan Summit and PowerPoint/Questionnaire Survey
 E184 College of the Sequoias Follow-up Report 2014
 E185 District Governance Senate Agenda and Minutes, September 2014
 E186 District Governance Senate Agenda and Minutes, October 2014
 E187 Data/Research and Proposed process for District feedback on Mission Statement
 E188 District Governance Senate Agenda and Minutes, November 2014
 E189 Task Force Agenda and Minutes, November 2014
 E190 Academic Senate Agenda and Minutes, December 2014
 E191 Institutional Planning and Effectiveness Committee Agenda and Minutes, December 2014
 E192 Institutional Program Review Committee Agenda and Minutes, December 2014
 E193 Budget Committee Agenda and Minutes, December 2014
 E194 Technology Committee Agenda and Minutes, December 2014
 E195 District Governance Senate Agenda and Minutes, December 2014- January 2015
 E196 Board of Trustees Agendas and Minutes, December 2014- January 2015
 E197 TracDat Program Review Reports
 E198 Institutional Program Review Committee Agenda and Minutes, November 2014
 E199 Hanford Needs Assessment
 E200 Instructional Council Agenda and Minutes, March-May 2015
 E201 Dean's Council Agenda and Minutes, March-May 2015
 E202 Management Council Agenda and Minutes, March-May 2015

- E203 District Governance Senate Agendas and Minutes, May 2014/2015
- E204 Assessment of Above-base requests from Technology Committee and Facilities/Safety Council feedback
- E205 Summary of Assessment of Above-base resource allocation process memo
- E206 Above-base requests prioritized list
- E207 Instructional Council Agenda and Minutes, November 2014
- E208 Student Services Council, November 2014
- E209 Administrative Services, November 2014
- E210 Budget Committee Agenda and Minutes, November 2014
- E211 Budget Committee Agenda and Minutes, feedback documentation, January 2015
- E212 Budget Committee Agenda and Minutes, prioritized list, February 2015
- E213 Institutional Program Review Committee Agenda and Minutes
- E214 District Governance Senate Agenda and Minutes, March 2015
- E215 Administrative Procedure and Board Policy 2510
- E216 District Governance Senate Standing Reports, February-May 2014
- E217 Example area manager memo, March 2014
- E218 Board of Trustees Agenda and Minutes, January 2015
- E219 College of the Sequoias 2015 Resource Allocation Manual
- E220 Budget Committee Agenda and Minutes, January 2015
- E221 Budget Committee Agenda and Minutes, February - May 2015
- E222 District Governance Senate Standing Reports, February - May 2015
- E223 Anticipated Budget, March 2015
- E224 Example area manager memo March 2015
- E225 Budget Forum PowerPoint, sign-in sheets, announcements, March 2015
- E226 Board of Trustees Agenda and Minutes, June 2014 and June 2015
- E227 Anticipated Budget, June 2015
- E228 Revised Anticipated Budget, July/August 2015
- E229 Final Budget, September 2015
- E230 District Governance Senate Agenda and Minutes, fall 2014- Disbanded Implementation Task Force
- E231 Institutional Program Review Committee Agenda and Minutes, September - November 2013
- E232 TracDat Templates
- E233 District Governance Senate Agenda and Minutes, December 2013
- E234 Academic Senate Agenda and Minutes, December 2013
- E235 Academic Senate Agenda and Minutes, November 2013
- E236 Administrative Procedure 2510, Administrative Procedure 2410
- E237 List of Administrative Procedures updated for planning
- E238 District Governance Senate Agenda and Minutes, 2014-15
- E239 Academic Senate Agenda and Minutes, 2014-15
- E240 Board of Trustees Agenda and Minutes, 2014-15
- E241 Above-base Resource Allocation Process Survey and Results, March-April 2014/March-April 2015
- E242 Sample Academic Program Reviews 2014
- E243 Sample non-academic Program Reviews 2014
- E244 Program Reviews of the same units 2015

E245 Service Area Program Review
 E246 District Governance Senate Agenda and Minutes, June 2015
 E247 New annual program review template
 E248 TracDat Evaluation Survey, Reminders, Survey Results, TracDat 'to-do' list
 E249 TracDat Agenda and Minutes
 E250 TracDat Program Review
 E251 Program Outcomes and Assessment Guide
 E252 Three-year Assessment Cycle
 E253 TracDat Work Group Agenda and Minutes
 E254 General Education assessment results; General Education Committee Agenda and Minutes, General Education Action Plans
 E255 Writing Center and Math Lab hours
 E256 Website hours, tech Library and technology Services
 E257 Student Success Program Centers
 E258 TracDat Agenda and Minutes and Initial Reports
 E259 TracDat Mid-term Reports January-February 2014/ January-February 2015
 E260 Senate/Committees/Councils Survey results for 2014 and 2015
 E261 District Governance Senate Agenda and Minutes, August 2014/August 2015
 E262 Academic Senate Agenda and Minutes, August 2014 and August 2015
 E263 Board of Trustees Agenda and Minutes, August 2014 and August 2015
 E264 Sample Assessment memo
 E265 Assessment memos submitted
 E266 Budget Committee Agenda and Minutes, November 13, 2014
 E267 Academic Senate Website
 E268 District Governance Senate Website
 E269 Committee Agendas/Senate April/May 2014 and 2015
 E270 Year-end Governance Reports 2014 and 2015
 E271 Base Budget Adjustment Justification Form and memo, February 2014
 E272 Base budget change request form and summary report
 E273 Newest Resource Allocation Above-base rubric
 E274 2015-16 Organizational Meeting Agenda Guide 2015
 E275 Board of Trustees Agenda and Minutes, July 2015
 E276 Student Success Scorecard
 E277 Essential Learning Initiative report including Student Athletic Mentor Program
 E278 Student Equity Plan
 E279 Learning Resource Center Program Review
 E280 General Education Committee Agenda and Minutes and General Education Committee website
 E281 Academic Senate Agenda and Minutes
 E282 Curriculum Committee Agendas and Minutes
 E283 College of the Sequoias Catalog
 E284 Program Review for Articulation and Assessment
 E285 Budget book 2015
 E286 Learning Resource Center website
 E287 College of the Sequoias Show Cause Report 2013
 E288 Above-base and Foundation list of funding awards

- E289 California State University, Fresno library MOU
- E290 Management Hiring Procedures and Administrative Procedure 7120
- E291 College of the Sequoias 2015 Integrated Planning Manual
- E292 Academic Senate Agenda and Minutes, September 8, 2015
- E293 Board of Trustees Agenda and Minutes, January - April 2015
- E294 College of the Sequoias Board Policy 2435